

\_\_\_\_\_



# Scientists and the 16-plus

## Alan Hall

The Association for Science Education have more than 14,000 members interested in science and teaching in schools.

The Science Masters' Association (a progenitor of the ASE) pioneered new science courses in grammar schools which were adopted by the CSE examination boards two decades or so ago. And as the demands for revision arose—and SMA became ASE—many of their members produced what have become known as the Nuffield science courses.

As the new courses appeared, so did radical revision in the style of O level Nuffield examinations conducted by three CSE boards. Emphasis on understanding, application of knowledge and problem-solving replaced simple recall and rote learning of stereotyped patterns of questions. Work on a level followed, again with new content and study-style matched by new forms of exam papers.

It is small wonder then that the ASE welcomed the Schools Council's initial proposals for a new system of examinations. A common grading system was preferable to separate CSE and CSE certification.

Employers hounded by the different educational qualifications may make invalid deductions about different school certificates. Many schools, concerned about difficulties caused by two different examination seasons and by a need to select the appropriate syllabus for their pupils.

Judging from the opinions expressed in the association last year, the ASE education conference at Nottingham in March concluded that most members thought a new system of examining at 16 plus should be introduced for those pupils normally entered for GCSE or CSE. One is tempted to view this as a conference expressed in the language of the Schools Council in 1973 and 1974 and published in the report of the joint examinations committee at the end of 1975. The committee recommended that schools as late as January this year.

Certainly, after studying that report, science teachers have emphasized the need to introduce a new, common system of exams, as opposed to a system of new, common ability ranges to cover the whole of the curriculum.

As teachers trained in the discipline of judgement on the basis of evidence from investigation rather than blind prejudice, members of the ASE have looked at the joint examinations committee report for evidence of the trials carried out by a consortium of examining bodies before they expressed judgement. They protest at the inadequate time afforded for this exercise. But from their study, some are dismayed by the syllabuses used in exams which were common to all pupils, whatever their ability. Where they see the reflection of the work of the Nuffield developers?

It may be claimed that work has already influenced the present-day syllabuses and papers compiled by the CSE and CSE boards—and, certainly, the former have moved a long way towards the Nuffield views.

But, the feasibility exams are criticized for perpetuating the earlier traditions which Nuffield tried to reform. There is a suspicion that the trial syllabuses were but collections of the topics common to the O level and CSE syllabuses and that there had not been sufficient time to produce a coherent body of knowledge and skills to be tested.

The need to produce a common syllabus for all had been allowed to override the proper need to form a teaching syllabus appropriate to the needs and aspirations of the pupils and to examine it in the way best suited to extend the pupils' knowledge and skills. There is little or no mention of the Nuffield GCSE exams being included in the trials.

Comments in the joint examination committee report, such as "the revised syllabus had not been raised enough to extend the better candidates" (London) and "Regional exam boards, chemistry and 20 per cent of the teachers considered that the syllabus gave rise to difficulties in the CSE grade 4/5 range and below" (Joint Mathematics Board/West Midlands, chemistry) are major criticisms, and are echoed in biology (London/Southern Regional). They suggest that a considerable price has to be paid in a common exam for coverage of the ability range.

The most able O level candidates are not stretched and the least able CSE candidates are faced with daunting papers, exemplified by one of the cases where less than 10 per cent of the candidates scored over 50 per cent in one section of a written paper. In one case, a common exam must prove a poor discriminator for the purpose of advising pupils on appropriate A level courses.

Some pupils, it is claimed, have expressed their dissatisfaction with the requirements of the exam by writing with their feet. For example, "38 per cent failed to submit work for the Schools Council in 1973 and 1974 and published in the report of the joint examinations committee at the end of 1975. The committee recommended that schools as late as January this year.

Certainly, after studying that report, science teachers have emphasized the need to introduce a new, common system of exams, as opposed to a system of new, common ability ranges to cover the whole of the curriculum.

As teachers trained in the discipline of judgement on the basis of evidence from investigation rather than blind prejudice, members of the ASE have looked at the joint examinations committee report for evidence of the trials carried out by a consortium of examining bodies before they expressed judgement. They protest at the inadequate time afforded for this exercise. But from their study, some are dismayed by the syllabuses used in exams which were common to all pupils, whatever their ability. Where they see the reflection of the work of the Nuffield developers?

It may be claimed that work has already influenced the present-day syllabuses and papers compiled by the CSE and CSE boards—and, certainly, the former have moved a long way towards the Nuffield views.

to ensure the objectivity, and reliability of all forms of assessment of these skills.

There is a great need for a growing concern at the service of the education of the 16-plus. Teachers are of 11-16 schools, which have the major obstacle in the way of achieving this expertise. Pressure is increasingly taken up with the difficulty of disciplining pupils in a large school where the teacher is not directly involved in the learning process.

An association of schools for pupils up to 16 may need to take a prime position in a letter and draft which is not likely to have consultation by the department in the drafting process. The ASE draft addendum makes it clear that the schools are not to be used as a laboratory for the department's experiments. The ASE draft addendum makes it clear that the schools are not to be used as a laboratory for the department's experiments.

Subject associations, such as ASE, should be invited to take part in the development of the new system of examining at 16 plus. The ASE draft addendum makes it clear that the schools are not to be used as a laboratory for the department's experiments.

The ASE draft addendum makes it clear that the schools are not to be used as a laboratory for the department's experiments.

The ASE draft addendum makes it clear that the schools are not to be used as a laboratory for the department's experiments.

The ASE draft addendum makes it clear that the schools are not to be used as a laboratory for the department's experiments.

The ASE draft addendum makes it clear that the schools are not to be used as a laboratory for the department's experiments.

# Illegal' sixth forms

## Attacked by DES

Julius Stevens

The Government has been asked to explain to education authorities the exact implications of the decision last week to withdraw the 5p rise in school meal charges due in September.

The standard on meal charges was part of the Government's pay deal with the unions. Mr. Healey, Chancellor of the Exchequer, told the TUC that the Government would provide an extra £15m for training and job creation, and cancel the 5p rise in school meals which would have yielded £35m. £5m had been budgeted for out of public expenditure funds.

Although the local authority associations were consulted during most of the negotiations between the Government and the TUC, they are annoyed that they were not told about the school meals decision until afterwards.

Local education authorities prepared their budgets for the current year on the assumption that the 5p rise would be charged in September. Now they want the Government to pay £15m to £35m through the rate support grant.

If the 5p increase had gone ahead, the rate support grant increase order, which was fixed by the Government last November at a maximum of £48m, would have been reduced by £35m because of the extra income the authorities would have been getting.

Mr. Carleton Hetherington, secretary of the Association of County Councils, said: "I have already written to the relevant government departments asking for further particulars surrounding the school meals increase. We want to know precisely what it means for education authorities."

Mr. Healey's announcement clearly disturbs the rate support grant settlement on which L.E.A.s

# Policy group's

## talks to be held in secret

An Expenditure Steering Group for Education, a consultative body involving the Department of Education, Science and all English and Welsh L.E.A.s, has been set up. Ministers and councillors will hold their first meeting next month. Two meetings have already been held by officers.

Details of discussions are to be kept confidential. The new body is the first of several to be set up by the Government and local authorities so that implications of Government policies are understood more clearly by both sides.

It was formed in response to requests from the Council of Local Education Authorities (CLEA) for a more meaningful partnership between the Government and the authorities.

The local authority side of the group consists of CLEA's education and financial advisers as well as the council's own secretariat. The education advisers include Dr. Eric Bryant, chief education officer, Inner London Education Authority; Mr. Roy Harding, Buckinghamshire; Mr. Jack Springett, Essex; Mr. John Tomlinson, Cheshire; Mr. Kenneth Brookbank, Birmingham; and Mr. Alan Groves, Haringey.

A spokesman for CLEA said: "I think the time has now long passed when local government can afford merely to respond to Government initiative. It is much more a case of a new and vigorous local government taking the initiative in policy-making."

The steering groups are also a natural extension of the Consultative Council on Local Government Finance, which includes all the local authority associations and ministers from six Government departments.

# L.e.a.s angered by meals deal with unions

by Mark Vaughan

The Government has been asked to explain to education authorities the exact implications of the decision last week to withdraw the 5p rise in school meal charges due in September.

The standard on meal charges was part of the Government's pay deal with the unions. Mr. Healey, Chancellor of the Exchequer, told the TUC that the Government would provide an extra £15m for training and job creation, and cancel the 5p rise in school meals which would have yielded £35m. £5m had been budgeted for out of public expenditure funds.

Although the local authority associations were consulted during most of the negotiations between the Government and the TUC, they are annoyed that they were not told about the school meals decision until afterwards.

Local education authorities prepared their budgets for the current year on the assumption that the 5p rise would be charged in September. Now they want the Government to pay £15m to £35m through the rate support grant.

If the 5p increase had gone ahead, the rate support grant increase order, which was fixed by the Government last November at a maximum of £48m, would have been reduced by £35m because of the extra income the authorities would have been getting.

Mr. Carleton Hetherington, secretary of the Association of County Councils, said: "I have already written to the relevant government departments asking for further particulars surrounding the school meals increase. We want to know precisely what it means for education authorities."

Mr. Healey's announcement clearly disturbs the rate support grant settlement on which L.E.A.s

# Headmasters 'infatuated' over A level classes

Westfield School, Yeovil, Somerset, said more responsibility should be given to teachers of 11 to 16 than to those in sixth-form and tertiary colleges.

Mr. Burbridge added that many of the expected difficulties of reorganization had not proved unmanageable. For example, pupils had not suffered as a result of lack of leadership from sixth-formers. "In fact we have gained from this, because many youngsters over the whole ability range now have responsibility in the fourth and fifth year and also take part in extra-curricular activities that tended to be dominated by sixth-formers."

Under present pooling arrangements, each local authority pays 5 per cent of the cost of polytechnics and colleges within its area. The other 95 per cent is met from a local authority pool.

The committee want this changed so there is a clearer relationship between what each authority pays and the benefits it receives. One further recommendation likely to appear in the report is that the full cost of such things as mandatory student grants should be met by the national government. This is on the grounds that local authorities have no discretion over them. The same would apply to the probation and after-care services, means tested benefits and magistrates' courts.

The committee received numerous suggestions that the cost of the education service, or teachers' salaries, should be transferred to the Exchequer. This has been firmly rejected. Their report is thought to say that no service should be paid for entirely by the Government unless the local authorities are to have no power over it at all.

# Mother of invention

Necessity, they used to say, is the mother of invention. It may not be producing much for the country as a whole right now, but it does seem to have come up with something interesting in the education service: Warwickshire's experiment of bringing together governors and heads of each school to decide exactly where some of the cuts should fall deserves every encouragement (page 7). The only pity is that it should have taken so long to come up with this new instalment of devolution.

A number of authorities, under the atrocious name of virement, have been trying for some time to give heads a greater say in how they spend the money available to them. The best known is the Inner London Education Authority's alternative use of resources scheme, but a number of counties, such as Hertfordshire and Somerset, have also been moving in the same direction.

So far Warwickshire's experiment on these lines has been rather timid—more than half a secondary school's supplies, for example, may be earmarked for specific purposes. Now what is being introduced is a pill with sugar on it. Even this latest move, asking schools to themselves one-fifth of the total reductions in the education estimates, does not go quite as far as might appear.

The choices before the schools are, on the face of it, vast. They can cut back on teachers, or on ancillary staff, or on the cost of the capitation allowances over which they have control. But the no-redundancies rule and union pressure means that a free choice between the various options can only be exercised when staff are leaving. However, it still adds up to a lot

# Last-minute sweetener

At the beer-and-sandwiches stage of his negotiations with the Trades Union Congress, the Chancellor of the Exchequer threw in his 50 million sweetener, and the result was the postponement of a previously announced 5p rise in the price of school meals. (Last week, Miss Margaret Jackson, Under Secretary at the DES, told MPs that the need for the current year is estimated at £228 million. It is rising like a hot air balloon.)

Here is another reminder, if anybody needed it, that the subsidized school meal is a welfare payment—a tangible part of the social wage to be assessed for its significance as a contribution to the household budgets of the lower paid. That it comes into the education account is purely fortuitous.

The effect of the Chancellor's last-minute concession, however, could put an ugly squeeze on local authorities, and thus on education. Last budgets have been made in the expectation of a school meals price increase. If the increase is not to be applied, and authorities are nevertheless to exist, within the

# No money, no policy

The public education system has never had any clear policy for boarding education. Today, in an atmosphere of frustration and gloom (see page 4), it is more difficult than ever to arrive at a rational analysis of the subject. The Labour Party dislikes the independent schools where many boarding places are located and, under the Bill now passing through Parliament, Mr. Mullin is taking powers to compel the use of which L.E.A.s might wish to use to defeat the Government's comprehensive school policy. But the only serious recent attempt to examine boarding needs and the social functions of boarding schools (carried out by the Schools Council) has been the work of the Schools Council, which has been working on the subject for some time.

more flexibility than there was before. The authority have addressed themselves directly to governors, as well as heads. Obviously, where it is simply a case of deciding whether to spend more money on drama or French, governors would be fairly not to leave the decision to the head. But when it comes to fundamental decisions, like choosing whether to sacrifice human or material resources, there is room for argument, and even fundamental disagreement. Again, there is probably, as minority party (Labour) councillors in the county have argued, an element of buck-passing in the whole operation, of pushing the opprobrium for unpopular decisions down the line, from county to the school itself. It is not so much the same thing happening between heads and governors.

It is right to give heads more say in the management of resources. It is also right to involve governors more closely in the running of schools. But there are always dangers when power is devolved from the centre. It is not so much that a school, like some educational run by a nationalist, might want to go it alone; the bit between its teeth; the enormous power of local authorities in financial matters would soon put a stop to that. The point that Warwickshire will have to watch closely is a more subtle one. Individual choice must imply freedom to be different, and lots of little choices could, in time, add up to quite a big difference. In other words, is there a point at which Warwickshire's policy, or Warwickshire's citizens, for that matter, might want to say: school A has too few teachers and too big a library, while school B has a little chalk and too much ink? And if so, where exactly is that point?

cash limits laid down, then either rule will have to bear the brunt of the cuts. The fact that the Rate Support Grant negotiations were conducted on the basis of the £50 million grant, but everybody knew there would be an increase in the going to fund out the local authorities' money for this is what it adds up to—as a last-minute sweetener to Mr. Jack Jones, the local authority association, can reasonably demand that Mr. Healey pay up his share of the largest bill.

Otherwise the pressure on other employment could be even more severe. The National Union of Teachers and the National Association of Schoolmasters, as members of the SUC, could hardly fail to note the unpleasant irony of the situation. Nor are they likely to miss the fact that the extra £35 million which has suddenly become available is more than would be needed to provide employment for the 10,000 or so newly qualified teachers who will be looking for teaching jobs this year.

met. Dr. Royston Lambart's conclusions have not been seriously challenged. Justified, because they conflict with prevailing prejudices. It is one thing to say that evidence needs cannot be met because there is no money and quite another to use financial pressure as an excuse for having no serious policy at all. The Government's position is peculiarly invidious. They know that as employers of secondary and tertiary education, they must accept a responsibility for making boarding education possible, even if it is to be a doctrinaire supporter. But when it comes to the fate of direct grant boarding schools, or boarding schools run by local authorities, their support is to be looked for only in the case of other aid.

# Letter to the Editor

## Pride that leads to prejudice

Sir,—In Sue Camoroff's report of the NUT conference the attributes of the following remark to the general secretary of the association: "Even more important is the challenge to the integrity, judgement and professional competence of the teaching profession. This is what is being called into question, and not by those involved in the education of the nation's children, but by those who sit in judgement from afar." In reporting this remark, the impression is left with one that Mr. Lambart believes that such a challenge should not be made and that it certainly should not be by one outside the teaching profession. I regard his approach as one of a lack of confidence in the teachers of the country and, only people, since

# College sacks its tutors

four tutors of Fircroft College, Birmingham, have been given notice to leave. The college trustees, but a recommendation from a Government-appointed committee of inquiry that the college should also be sacked. The committee of inquiry, which was set up after the college was hit by a disaster last year when the staff and pupils were taken to the trade union students' hall, together with the principal, Mr. Anthony Corfield, were accused of a conspiracy to bump up fees. Mr. Corfield, who was sacked, was accused of a conspiracy to bump up fees. Mr. Corfield, who was sacked, was accused of a conspiracy to bump up fees.

# College sacks its tutors

four tutors of Fircroft College, Birmingham, have been given notice to leave. The college trustees, but a recommendation from a Government-appointed committee of inquiry that the college should also be sacked. The committee of inquiry, which was set up after the college was hit by a disaster last year when the staff and pupils were taken to the trade union students' hall, together with the principal, Mr. Anthony Corfield, were accused of a conspiracy to bump up fees. Mr. Corfield, who was sacked, was accused of a conspiracy to bump up fees. Mr. Corfield, who was sacked, was accused of a conspiracy to bump up fees.

**LONGMAN preserves a balance**

between all the ingredients of home economics

So whether it's cookery or consumer education, sewing or social studies, moral education or menus, we present you with a balanced diet!

**LONGMAN HOUSECRAFT SERIES**

Food and Nutrition *Barbara Hammond* £1.10

**COOKING EXPLAINED** Metric Edition *Barbara Hammond* £1.75

**TOPICAL RESEARCH WORKBOOKS**

Looking around: Time to spare; Yourself and other; A job to do; Food to eat; A place to live 35p each

**INTRODUCTION TO NEEDLEWORK** *Winifred Bull* £1.15

**BASIC NEEDLEWORK** Metric Edition *Winifred Bull* £1.95

**EDUCATING THE CONSUMER** *Alma Williams*

Paper £2.50 net. Cased £3.75 net

**TOPIC BOOKS ON FOOD** *Dorothy Dallas*

Food as Fuel 50p; Food Preservation 55p; Vitamins and Mineral Salts 55p

**ENQUIRIES** *John Hanson*

Courtesy 70p; Aggression and Control 70p; Drugs 70p; Family Life 70p

For further details, please write to Iris Sifford, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

**Longman**











# COURSES

Study in London for a Career in Teaching

**Philippa Fawcett and Furzedown Colleges of Education**

Courses for teaching in First, Middle, and Secondary Schools. Leading to University of London awards.

- B.Ed. (Ordinary & Honours) Degrees
- Certificate in Education
- Post-Graduate Certificate in Education
- Certificate in Education for Professional Musicians
- M.A. (History in Education)

Ample residential accommodation.

**ilea** For further details write to The Registrar, (TS2), Philippa Fawcett and Furzedown Colleges, Leigham Court Road, London, SW16 5QD.

## ADVENTURE HOLIDAYS AND FIELD STUDIES

Minerva Outdoor Ventures offer courses throughout the year at their hill centre in the Brecon Beacons National Park. Adventure Courses with Climbing, Caving, Pony Trekking, Canoeing, Orienteering. Field Study Courses in Geography—in an area noted for limestone and glacial features, and with easy access to the Gower coast and the coast. Elementary Mountaineering Courses—giving an all-round introduction to safe enjoyment of the mountain environment. Small Courses: Individual attention. Good food. Flexible programming. Open to all ages from 9 upwards. Brochure and vacancies from 2.

### MINERVA OUTDOOR VENTURES

Crown House, 19 London Road, High Wycombe, Bucks. Tel: (0494) 29927. Weeks still available: June 6; 13; 27; July 4.

## PART-TIME DEGREE COURSES at GOLDSMITHS' COLLEGE

**B.A. SOCIOLOGY**  
**B.A., B.Sc. PSYCHOLOGY**

University of London Internal Degrees. 3 evenings a week. Small groups. Tutorial Supervision. Opportunity for later transfer to full-time day. Also Postgraduate (M.Phil.) study. Apply NOW for courses starting September, 1976 to:

The Registry, Goldsmiths' College, New Cross, London SE14 5NW.

## WESTMINSTER PASTORAL FOUNDATION

### Summer Course in Counselling

A fortnight's course (non-residential) in Counselling takes place from Monday June 28 to Friday July 2 at Westminster Pastoral Foundation, Central Hall, London (and at its Training Centre in Chelsea). It includes seminars, group exercises, closed circuit role play counselling, etc. The cost of the course is £35. Application forms are available now from the Training Secretary at the Foundation (01-830 8676). WPF is a national counselling/training foundation, recognised and supported by Government Departments through grants. Foundation brochures are available on request.

## HARTNACKSCHULE

Berlin W30

### German for Foreigners

Good - Inexpensive - Intensive

## After Dr Bennett ...



Professor Brian Simon (left) and the research team that will be looking for different kinds of learning in many classrooms; Anne Riley, John Willcocks, Paul Croll and Maurice Galtom.

## It's Prof Simon's 'glass box'

Bob Doe on another 'investigation into pupils' performance

A major research programme at Leicester University comparing styles of primary teaching will cover the same ground as Dr Neville Bennett's controversial Teaching Styles and Pupil Performance. But the Leicester work will attempt to go beyond Dr Bennett's results.

Directed by Professor Brian Simon, head of the school of education, and Mr Maurice Galtom, a lecturer in education, the team will repeat Dr Bennett's comparison of formal and informal styles but do so in three local authority areas, compared with Bennett's two. The Leicester programme will also last longer and cover a wider age range. One of its objectives is to discover how learning is affected by the different teaching styles.

The programme uses teachers' definitions of what are the important aspects of primary education. They teachers are also devising ways of finding out whether these aims have been achieved.

Experienced teachers will act as observers in 60 schools in Leicestershire, Northamptonshire and Shropshire. They will note how much attention individual pupils get with different teaching styles, and how much time they spend chatting or apparently doing nothing.

The research programme, which is a series of interrelated projects, is being funded by £80,000 from the Social Science Research Council. As well as the systematic classroom observation already started at Leicester, it will link up with the work of the Schools Council study, *Aims of Primary Education*, which came to an end in 1972.

Professor Simon said: "The crucial thing is the depth we will go to with new forms of assessment in this research." Teachers were increasingly sceptical of results derived from conventional tests which they often felt did not reflect the objectives they valued or taught towards.

Mr Galtom said: "The involvement of teachers in this work is tremendously encouraging. Too much educational research is a con as far as many teachers are concerned. It is irrelevant, offered criticism but no help and often served only the researcher's purposes. The classroom is not a black box to do things with. It is a glass box which teachers are kind enough to let us study."

The researchers hope to establish the effectiveness of the different teaching styles that have been used recently. "We are not looking for the one right way to teach, but saying there are many ways and many possible outcomes. As the research lasts three years, it will throw some light on what happens when children move from class to class, and from school to school, as they transfer to middle and secondary schools. In the study areas, the team expect children from informal schools to have more difficulty adjusting to formal middle or secondary schools than those from more traditional primary schools."

To assess pupil performance the research team will use standardised tests of reading comprehension, English and mathematics, but they will also use diagnostic tests to

assess things like independence of thinking, curiosity, confidence and concentration. These tests will include the new ones being developed by groups of teachers.

Assessment of a child's ability to "convey meaning clearly and accurately through speech" or "to listen with understanding" may include suggestions for normal class activities that make it easier for the teacher or observer to gauge these. Checklists may be provided to help teachers or observers to record them systematically afterwards.

In mathematics, for instance, the checklist includes things like "able to recognise symbols and terms", "can explain what he is doing", "performs correctly and can choose the right rule for a problem".

Teacher observers will spend a week each term in each of the 60 schools. Among other things, they will study a sample of eight pupils in each class in even more detail. Every 25 seconds in a given period they will make a note of what the child is doing according to pre-arranged categories of activities.

In this way they will find out what proportion of time children spend working, when they cooperate with each other, the amount of attention they get from

their teacher and whether the attention is related to the work or to the child's behaviour. The work will enable comparisons to be made between a pupil's behaviour under different styles.

The work will be done in three different subgroups, such as achieving boys, isolated boys, and boys who are threatened by a disclosure of places for each area, now how they were allocated. "We should not have cared less what the allocation to each college should be. But we did."

He said the Department failed to devote two hours a day as the minister was thinking of getting this or that to students grants. This had never been done before.

The team will also do a background of each school. The drawing and model making were 20g banknotes, assessed for creativity or imagination. The Russell report, he said, was wrong.

They will also draw up a list of priorities. What surprised me was that there were no priorities in the money case. Why should we spend more money on this than that?

## How his lordship upset the men at the ministry

by Stephen Cohen

The bureaucrats at the Department of Education and Science came in for another lambasting this week from Lord Crowther-Hunt, one-time minister for higher education.

He told MPs how he caused consternation among senior civil servants when he insisted on attending meetings of the government's advisory committee on the supply and training of teachers.

It was not done, the officials said, for the minister to attend. "I insisted on being present but this was quite exceptional. It caused consternation. It was surprising that a minister could not go to a meeting of a committee which was supposed to advise him."

Lord Crowther-Hunt made his point while giving evidence to the education subcommittee of the House of Commons expenditure committee. He repeated his charge, made in *The Times Higher Education Supplement* last week, that planning in the DES was ill-organised, ill-equipped and "essentially passive and negative rather than active and positive."

He said he had never understood the Department's obsession with secrecy. He recalled that he had upset officials on another occasion when he talked to the Labour Party education committee about the schools available to him just before changes were made in students' grants.

This had never been done before, he said. The civil servants were frightened that there would be a leak. But Lord Crowther-Hunt said he was unlikely to disclose state secrets. He said the minister was thinking of getting this or that to students grants.

He told Miss Janet Fookes, chairwoman of the subcommittee, that he would devote two hours a day as the minister was thinking of getting this or that to students grants. This had never been done before.

The team will also do a background of each school. The drawing and model making were 20g banknotes, assessed for creativity or imagination. The Russell report, he said, was wrong.

They will also draw up a list of priorities. What surprised me was that there were no priorities in the money case. Why should we spend more money on this than that?

## Industrialist takes teachers to task

by David Walker

Alex Jarratt, one of the captains of British industry, made a surprise attack last week on the teaching profession. How could he, he wondered, were teachers "in themselves" rather than in their pupils? How far did they serve a national industrial purpose?

Mr Jarratt, who is chairman and managing director of the National Industrial Limited, the paper and publishing group, made his attack at the annual conference of the Institute of Personnel Management, which was held at the Grosvenor Hotel in London.

He said that he was pessimistic about whether schools did "educate people for work" or equip pupils to take part in the growing movement for greater workshop participation.

Emphasising that the purpose of education was to develop the individual rather than train industrial fodder, he asked for wider dissemination of the facts of economic life and industry, greater involvement of parents in the task of making children aware of the range of jobs open to them.

One of the main tasks of the schools, he said, was to overcome the anxiety that followed a high level of working people's attitudes. The knowledge of most children comes from a mass of unstructured and often prejudiced perceptions of what their society is about. We need better dissemination of the obligations of economic life, of the obligations of industry.

The *Daily Mirror* is able to put industrial relations questions successfully in ten-word sentences; it cannot do the same for the *Times*. It must be admitted that not enough employers provide opportunities for teachers to gain first-hand

knowledge of industry. This is an important gap that needs to be filled, not just by expanding knowledge about real careers available around the neighbourhood school.

"Recent conversations I had with higher education students showed they placed industry far down their list of desirable jobs. They opted for the professions because they felt that industry was a dead-end job. They did not realise that the professions depended on healthy industries."

Lecturers should realize that industry offered many exciting opportunities. Nowadays the multifarious firm offered a young man the greater chance of spreading his wings throughout the world.

Over-rapid expansion of the universities had forced a wedge between the managers, who were increasingly graduates, and the shop floor workers. Each stratum seemed pre-determined to fill its particular slot because education was now the main distributor of life chances.

Mr Frank Metcalfe, director of the Engineering Industry Training Board, said many of the existing training schemes employed the trade unionists and teachers were "pathetic."

Teacher training ought to include a proper appraisal of wealth-creating industry. The later years of school should have more vocational emphasis. More sandwich courses were needed. University and college teachers should be contractually obliged to spend time in industry and engineers should be encouraged to return to teaching.

Dr Michael Harrison, chief executive of the Society of Education Officers of Sheffield, represented the Society of Education

Officers, said the problem lay in the failure to give science and technology their proper place in the general curriculum. It was impossible to direct young people into what they should and should not study.

Lord Crowther-Hunt, former minister of higher education, criticized his former civil servants at the Department of Education for their opposition to even mild forms of "manpower planning" and matching the output of graduates to the needs of society.

He contrasted their attitude unfavourably with that held in the Department of Employment, which supported "broad category manpower planning" and claimed that their view had already prevailed over Mr Gerry Fowler, his successor at the DES.

"Concern about matching the output of students in the needs of society as a whole is shared by everybody except the DES and some people in the universities," he said. The DES had taken the opportunity to the extent of trying to suppress a report he had commissioned while he was there on the reasons why 18-year-olds chose a particular course. The report, he said, which revealed that most students wanted courses with a clear career commitment, had been leaked in *The Times Higher Education Supplement*.

Lord Crowther-Hunt's vision of the type of student which universities and colleges ought to be producing was a "technical generalist," someone schooled in basic science and mathematics who was able to change his technology and who could make a contribution to Britain's economic recovery.

## Higher hopes for students in the south

Sixth formers from the south-east and London are more likely to go on to university or polytechnic than their counterparts in the north of England.

Statistics on grants to higher and further education students, released this week by the DES, show that in 1974, 9.1 per cent of 18-year-olds and 19-year-olds in the south-east and London received grants to study at universities, polytechnics and colleges of education compared with only 4.7 per cent in the London area, the south-east and the south-west.

More sixth-formers in Wales entered higher and further education as a whole during 1975 than in England. More than 30 per cent of 18-year-olds and 19-year-olds received grants to study at universities, polytechnics and colleges of education compared with 23 per cent in England. In England and Wales nearly 24 per cent of the age group received higher and further education grants from their local education authorities.

In the same year only 6.5 per cent of sixth-formers in Yorkshire and Humberside, 7.9 per cent in the north-west, and between 6 and 7 per cent in East Anglia and the Midlands received university maintenance grants from their local education authorities.

It was a similar picture for students entering polytechnics and colleges of further education. In 1974, an average of 6 per cent over the years in London and the south-east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north-west, East Anglia and Yorkshire and Humberside.

But in the south-west, where the figure reached 9.3 per cent, a higher proportion of 18-year-olds and 19-year-olds than elsewhere in the country, were awarded full grants to study at colleges of education, however, the trend was reversed. The DES figures reveal that more sixth-formers entered initial courses of teacher training in the north of

England than in the south. More than 5 per cent of 18-year-olds and 19-year-olds in the north, north-west and Yorkshire and Humberside became full-time students at colleges of education in 1974 compared with only 4.7 per cent in the London area, the south-east and the south-west.

More sixth-formers in Wales entered higher and further education as a whole during 1975 than in England. More than 30 per cent of 18-year-olds and 19-year-olds received grants to study at universities, polytechnics and colleges of education compared with 23 per cent in England. In England and Wales nearly 24 per cent of the age group received higher and further education grants from their local education authorities.

It was a similar picture for students entering polytechnics and colleges of further education. In 1974, an average of 6 per cent over the years in London and the south-east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north-west, East Anglia and Yorkshire and Humberside.

But in the south-west, where the figure reached 9.3 per cent, a higher proportion of 18-year-olds and 19-year-olds than elsewhere in the country, were awarded full grants to study at colleges of education, however, the trend was reversed. The DES figures reveal that more sixth-formers entered initial courses of teacher training in the north of

England than in the south. More than 5 per cent of 18-year-olds and 19-year-olds in the north, north-west and Yorkshire and Humberside became full-time students at colleges of education in 1974 compared with only 4.7 per cent in the London area, the south-east and the south-west.

More sixth-formers in Wales entered higher and further education as a whole during 1975 than in England. More than 30 per cent of 18-year-olds and 19-year-olds received grants to study at universities, polytechnics and colleges of education compared with 23 per cent in England. In England and Wales nearly 24 per cent of the age group received higher and further education grants from their local education authorities.

It was a similar picture for students entering polytechnics and colleges of further education. In 1974, an average of 6 per cent over the years in London and the south-east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north-west, East Anglia and Yorkshire and Humberside.

But in the south-west, where the figure reached 9.3 per cent, a higher proportion of 18-year-olds and 19-year-olds than elsewhere in the country, were awarded full grants to study at colleges of education, however, the trend was reversed. The DES figures reveal that more sixth-formers entered initial courses of teacher training in the north of

England than in the south. More than 5 per cent of 18-year-olds and 19-year-olds in the north, north-west and Yorkshire and Humberside became full-time students at colleges of education in 1974 compared with only 4.7 per cent in the London area, the south-east and the south-west.

More sixth-formers in Wales entered higher and further education as a whole during 1975 than in England. More than 30 per cent of 18-year-olds and 19-year-olds received grants to study at universities, polytechnics and colleges of education compared with 23 per cent in England. In England and Wales nearly 24 per cent of the age group received higher and further education grants from their local education authorities.

It was a similar picture for students entering polytechnics and colleges of further education. In 1974, an average of 6 per cent over the years in London and the south-east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north-west, East Anglia and Yorkshire and Humberside.

But in the south-west, where the figure reached 9.3 per cent, a higher proportion of 18-year-olds and 19-year-olds than elsewhere in the country, were awarded full grants to study at colleges of education, however, the trend was reversed. The DES figures reveal that more sixth-formers entered initial courses of teacher training in the north of

England than in the south. More than 5 per cent of 18-year-olds and 19-year-olds in the north, north-west and Yorkshire and Humberside became full-time students at colleges of education in 1974 compared with only 4.7 per cent in the London area, the south-east and the south-west.

More sixth-formers in Wales entered higher and further education as a whole during 1975 than in England. More than 30 per cent of 18-year-olds and 19-year-olds received grants to study at universities, polytechnics and colleges of education compared with 23 per cent in England. In England and Wales nearly 24 per cent of the age group received higher and further education grants from their local education authorities.

It was a similar picture for students entering polytechnics and colleges of further education. In 1974, an average of 6 per cent over the years in London and the south-east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north-west, East Anglia and Yorkshire and Humberside.

But in the south-west, where the figure reached 9.3 per cent, a higher proportion of 18-year-olds and 19-year-olds than elsewhere in the country, were awarded full grants to study at colleges of education, however, the trend was reversed. The DES figures reveal that more sixth-formers entered initial courses of teacher training in the north of

England than in the south. More than 5 per cent of 18-year-olds and 19-year-olds in the north, north-west and Yorkshire and Humberside became full-time students at colleges of education in 1974 compared with only 4.7 per cent in the London area, the south-east and the south-west.

More sixth-formers in Wales entered higher and further education as a whole during 1975 than in England. More than 30 per cent of 18-year-olds and 19-year-olds received grants to study at universities, polytechnics and colleges of education compared with 23 per cent in England. In England and Wales nearly 24 per cent of the age group received higher and further education grants from their local education authorities.

It was a similar picture for students entering polytechnics and colleges of further education. In 1974, an average of 6 per cent over the years in London and the south-east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north-west, East Anglia and Yorkshire and Humberside.

But in the south-west, where the figure reached 9.3 per cent, a higher proportion of 18-year-olds and 19-year-olds than elsewhere in the country, were awarded full grants to study at colleges of education, however, the trend was reversed. The DES figures reveal that more sixth-formers entered initial courses of teacher training in the north of

England than in the south. More than 5 per cent of 18-year-olds and 19-year-olds in the north, north-west and Yorkshire and Humberside became full-time students at colleges of education in 1974 compared with only 4.7 per cent in the London area, the south-east and the south-west.

More sixth-formers in Wales entered higher and further education as a whole during 1975 than in England. More than 30 per cent of 18-year-olds and 19-year-olds received grants to study at universities, polytechnics and colleges of education compared with 23 per cent in England. In England and Wales nearly 24 per cent of the age group received higher and further education grants from their local education authorities.

It was a similar picture for students entering polytechnics and colleges of further education. In 1974, an average of 6 per cent over the years in London and the south-east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north-west, East Anglia and Yorkshire and Humberside.

## New Audio Visual Catalogues



Find out more about the latest and best Sound Recordings, Filmstrips and Colour Slides for Primary, Secondary and Further Education. We invite you to send now for your Free Subject Catalogue.

THE AUDIO VISUAL CENTRE  
88 QUEEN STREET • NEWTON ABBOT • DEVON

PLEASE SEND FREE SUBJECT CATALOGUES FOR:

- Tick appropriate boxes:
- ☐ Art & Design
  - ☐ Careers
  - ☐ The Environment
  - ☐ History
  - ☐ Home Economics
  - ☐ Maths
  - ☐ Geography
  - ☐ Moral Studies
  - ☐ Science
  - ☐ Humanities
  - ☐ Remedial Learning
  - ☐ English
  - ☐ Religious Studies
  - ☐ Commerce
  - ☐ Economics
  - ☐ Primary

Name \_\_\_\_\_

Address \_\_\_\_\_

TES 44







## Minister calls for end to Catholic monopoly

from our correspondent

**DUBLIN**  
Dr Garrett Fitzgerald, Foreign Minister, has broken a long silence on educational matters to deliver a plea for the establishment of multi-denominational primary schools wherever there was a viable local demand for them.

Dr Fitzgerald, who was for several years his party's spokesman on education while in opposition, made no bones about expressing on the territory of Mr Richard Burke, the Minister for Education, who for the past two years has resolutely refused to countenance just the sort of experiment Dr Fitzgerald is now suggesting.

"Where parents in a new area," he said, "or a substantial number of them, express a clear preference for inter-denominational or non-denominational education for their children, the State has a duty to meet their wishes rather than impose on them a system which they reject."

There is at least one Dublin suburb—ironically, in Mr Burke's constituency—where precisely these conditions apply. One of the problems, to which Dr Fitzgerald referred later in his speech, is that traditionally the pump-priming finance for primary schools, that is, the cost of the site, has been provided from local (in practice, parochial) sources.

This has reinforced the denominational character of the primary school system, and has helped to establish a wide network of denominational schools against which parental minorities who may wish to have multi-denominational schools find themselves powerless. If they cannot raise the money for a site—



Dr Fitzgerald: parental choice

and in a new urban housing area this can be substantial—they will not even get to the starting line. Compulsory primary education is, of course, free in the sense that no fees may be charged. Its free character is, however, to some extent compromised by the fact that the local capital contribution is eventually made up in one way or another by contributions made by local parents and others to their respective churches.

As there are no inter-denominational foundations with the same cash flow or credit-worthiness as the organized churches, this puts these small groups of parents at considerable financial disadvantage. Dr Fitzgerald was cautious on this point: the churches have consistently asked for the State to bear a larger share of the capital cost, although they are always ready to pay a token amount to safeguard their local position as patrons and managers of the schools, with a large measure of control over what goes on in them.

Given current demands on Government expenditure, it is highly unlikely that further funds will be made available in an area in which local finance has for so long filled the bill—except, perhaps, on an experimental basis.

## Profession gets major boost in status

from Louis Hotz

**JOHANNESBURG**  
Long-heralded legislation aimed at raising the status and maintaining the standards of the teaching profession in South Africa has been introduced into Parliament by Dr Piet Koornhof, new Minister of National Education.

A Bill presented in the House of Assembly provides for the establishment of a national Teachers Council which will primarily be concerned with White teachers. The council will be responsible for the maintenance of a professional code of conduct and of adequate professional standards, as well as for keeping a register of suitably qualified teachers.

Only teachers with the necessary qualifications will be eligible for registration and only registered teachers will be eligible for employment in State and State-aided schools.

The council would have disciplinary powers. Registered teachers found guilty of a breach of the code of conduct or of some other offence could be fined or, in extreme cases, struck off the register, in which case they would be barred from further full-time employment in Government-controlled or subsidised schools. Teachers would have to pay an annual registration fee to the council, which would consist of representatives of recognized teachers' organizations, teachers nominated by the five provincial administrations (including South West Africa), and a nominee of the Minister of National Education. Members would be appointed for five years and could be reappointed. The council would meet at least once a year.

## Gallup finds most parents favour 'moral instruction'

from Thomas Cahill

**NEW YORK**  
Growing numbers of parents want their children to receive religious and moral instruction in school, and the strength of their interest is surprising educators throughout the country. According to a Gallup Poll, the political and moral upheavals of the 1960s and early 1970s have apparently awakened in many citizens a new vigilance for their children's spiritual values.

The poll finds that 79 per cent of all adult Americans favour moral instruction in schools. Of parents with children in maintained schools as many as 84 per cent now favour such instruction, while only 12 per cent oppose it. Parents with children in other kinds of schools favour moral teaching by similarly large majorities.

Although direct instruction in religious belief of any sort in the maintained sector is prohibited by law, "moral curriculum"—short of any reference to a particular creed—is beginning to make their appearance.

Schools in Peabody, Massachusetts,



Vietnam "awakened a new regard for spiritual values"

## One in six senior pupils fail to complete course

from Mike Duckenfield

**STOCKHOLM**  
Nearly one in six 16-19-year-olds in secondary school drop out—a large minority of them permanently—according to a report from the National School Board. Altogether about 16,000 pupils a year either fail to complete the course they initially enrolled on or interrupt studies for work or other reasons. The figures add another dimension to recent proposals to reform the secondary schools. With 70 per cent of all 16-year-olds entering the schools, attention had been fixed mainly on making post-compulsory education more attractive to those failing to enrol (TES, January 23 and February 27).

However, it is now clear that 6.5 per cent of all those who do enrol later drop out completely, while another 9.5 per cent do so temporarily for periods of up to three years, and a further 2 per cent change courses without interrupting studies. Only about 57 per cent of students announced on entering the schools directly from the comprehensive and complete their studies in the minimum time without changing courses in mid-stream. The extent and nature of the drop-out problem was studied by a special project group. They conducted a four-year follow-up investigation to see what happened to 8,000 youngsters leaving comprehensive school in 1971, the year that the new integrated secondary schools came into being. The schools offer tuition of up to four years on 23 fixed courses and a variety of special programmes ranging from academic pre-university studies to shorter vocational training.

The highest drop-out rate (20 per cent) was for the three and four-year pre-university study lines. Predictably, the main reason for changing course in mid-stream was the competition to achieve good marks. Nine out of 10 changers gave reasons about the lack of academic standards at Roskilde and about extreme Marxist tendencies, have led to Government intervention.

In 1974, a Liberal Government (the Liberal Party leading a conservative coalition) decided to end the experiment in teacher education which was the first attempt in Denmark to run such a course within the context of a university. Then, in the summer of 1975, Ms Ritt Bjerregaard, Social Democratic Minister of Education, insisted on tighter academic standards and the elaboration of a more formal examination procedure.

Disatisfied with the speed at which these changes were put into action, the minister was parliamentarily backed last December for a temporary suspension of the university's normal administration. For a period of four years, it was to be governed by a triumvirate appointed by the Government. It was the actual details of the new examination plans worked out by this regime which resulted in last month's student unrest.

The latest parliamentary decision would seem to restore the status quo ante, with Roskilde again to function as an independent, experimental university. It is something of a victory for the parties of the left, and for the higher educational world in Denmark in general and should be "re-educated" and the teachers had to work out a suitable amount of homework to be taken in the evenings.

## Reform protests abate after Government concessions

from William Farr

**PARIS**  
After three months of demonstrations and strikes against the decree reforming second cycle university studies announced on January 15 the troubles were by no means over last week in many universities. Four days after the televised Press conference by President Giscard d'Estaing (TES, April 20), Madame Alice Saunier-Seïte, Secretary of State for Universities, met the standing committee of the Conference of University Presidents and agreed to a number of "concessions". The following day she told the leading student and teachers' unions, both of them close to the Communist Party, of the planned changes. These concerned the ways in which the decree would be implemented and made no alteration in the decree itself.

On the basis of the "concessions" the unions called on their members to return to work so as to be able to continue negotiations and to solve the problem of the end-of-term examinations which can now only be held if exceptional measures are taken very soon. Meanwhile, the Secretary of State is completely revising the circular on the implementation of the decree, but this time in consultation with the university presidents.

The administrative circular will also confirm that provision is made in the seventh Five Year Plan, 1977 to 1981, for a priority programme to improve professional training within which 186m francs (£20m) will be available to universities to finance new second-year courses in the sciences and technology. This goes some way at least to meeting the demands from the universities that they should be given new money to finance new courses so as not to be forced to drop traditional curricula.

Members of each of the technical study groups consisting of representatives of universities, industry and commerce which will advise on whether proposed courses are well conceived and teachers' unions will be chosen by the Secretary of State from lists submitted by the universities.

## Denmark

from Michael Cain

**COPENHAGEN**  
The Danish Parliament decided last week by a majority of two not to close the country's first experimental university at Roskilde. This decision, though based on a very narrow majority for the left-wing parties in Parliament, should enable the university to resume normal work after a prolonged period of disturbance.

The last few months have been marked by growing unrest. Last month, 200 second-year students decided not to sit the prescribed examinations at the end of their basic two-year course. Their action was a protest against what they considered to be an unreasonable demand from the Ministry of Education that they be examined in fixed subject areas by external examiners instead of simply being examined internally in their projects, upon which the two-year course is based.

This refusal led to a collective dismissal of the whole group, a decision revoked by the ministry almost as soon as it was taken, though not before thousands of students in higher education all over Denmark had shown their sympathy for Roskilde by boycotting lectures or withdrawing their examination enrolment forms. Agreement was finally reached between the protesting students and the ministry only the day before the parliamentary debate on the future of the university.

The debate was on a motion tabled by the Conservative Party that Roskilde should be closed as an independent university, with the possibility that its functions be taken over by the University of Copenhagen. The motion, backed in varying degrees by the parties of the Right, was the latest move in what can fairly be called a persistent campaign for the closure of the university carried on by these parties. Ironically, the initial decision to establish the university, which opened in 1972, was taken

by the Liberal Government. The major purpose of the decree continuing to be the provision of a broad range of courses. While universities will still be required to submit all their proposals to the Government, traditional courses in letters and law, for example, or courses leading not to a profession but to further research will be continued.

Members of each of the technical study groups consisting of representatives of universities, industry and commerce which will advise on whether proposed courses are well conceived and teachers' unions will be chosen by the Secretary of State from lists submitted by the universities.

The administrative circular will also confirm that provision is made in the seventh Five Year Plan, 1977 to 1981, for a priority programme to improve professional training within which 186m francs (£20m) will be available to universities to finance new second-year courses in the sciences and technology. This goes some way at least to meeting the demands from the universities that they should be given new money to finance new courses so as not to be forced to drop traditional curricula.

## West Germany

by David Dungworth

The father of a student at the leading college in West Berlin refused to contribute Dm 153 (about £41) a month towards the grant of Dm 455 a month which his daughter had been awarded under the Federal Training Support Act. His refusal was perhaps not surprising since his daughter had already completed a three-year course at a college of advanced vocational education which he had helped to finance. She was by now 25 years of age and had taken up a job in local government in order to continue her studies. Her father also had another dependent child.

But his claim that a further course of study was unjustified has been rejected by the Higher Administrative Court in West Berlin. The grounds that the more gifted and ambitious a child is, the longer he is entitled to continue his education. This is just one of a number of similar judgments handed down during the past two years by the courts which have been upheld on appeal by the Federal Administrative Court.

The have invariably confirmed the principle established by the Federal Training Support Act of 1971 that parents with adequate incomes must support their children throughout the period of their post-school education.

## Reprieve for 'Marxist' university

from Michael Cain

**COPENHAGEN**  
The Danish Parliament decided last week by a majority of two not to close the country's first experimental university at Roskilde. This decision, though based on a very narrow majority for the left-wing parties in Parliament, should enable the university to resume normal work after a prolonged period of disturbance.

The last few months have been marked by growing unrest. Last month, 200 second-year students decided not to sit the prescribed examinations at the end of their basic two-year course. Their action was a protest against what they considered to be an unreasonable demand from the Ministry of Education that they be examined in fixed subject areas by external examiners instead of simply being examined internally in their projects, upon which the two-year course is based.

This refusal led to a collective dismissal of the whole group, a decision revoked by the ministry almost as soon as it was taken, though not before thousands of students in higher education all over Denmark had shown their sympathy for Roskilde by boycotting lectures or withdrawing their examination enrolment forms. Agreement was finally reached between the protesting students and the ministry only the day before the parliamentary debate on the future of the university.

The debate was on a motion tabled by the Conservative Party that Roskilde should be closed as an independent university, with the possibility that its functions be taken over by the University of Copenhagen. The motion, backed in varying degrees by the parties of the Right, was the latest move in what can fairly be called a persistent campaign for the closure of the university carried on by these parties. Ironically, the initial decision to establish the university, which opened in 1972, was taken

by the Liberal Government. The major purpose of the decree continuing to be the provision of a broad range of courses. While universities will still be required to submit all their proposals to the Government, traditional courses in letters and law, for example, or courses leading not to a profession but to further research will be continued.

Members of each of the technical study groups consisting of representatives of universities, industry and commerce which will advise on whether proposed courses are well conceived and teachers' unions will be chosen by the Secretary of State from lists submitted by the universities.

The administrative circular will also confirm that provision is made in the seventh Five Year Plan, 1977 to 1981, for a priority programme to improve professional training within which 186m francs (£20m) will be available to universities to finance new second-year courses in the sciences and technology. This goes some way at least to meeting the demands from the universities that they should be given new money to finance new courses so as not to be forced to drop traditional curricula.

## Italy

from Dalbert Hallenstein

**VERONA**  
A 50 billion lira (£30m) cutback in next year's educational budget has been announced by Signor Franco Maria Malfant, Minister of Education. The reduction, amounting to about 1 per cent of the total educational budget, is part of general Government policy to curtail spending in the public sector.

Signor Malfant emphasized that the cutback will not be applied to teachers' salaries, which effectively means that all other educational expenditure will be reduced by 13 per cent.

Although he has not yet announced which sectors are most likely to be affected, the existing programme of in-service, updating courses for teachers will almost certainly be one of the main victims. Expenditure on adult education courses for workers, run in collaboration with the industrial unions,

is also likely to be reduced. The unions are already organizing a series of strikes to discourage such a decision.

Last week, in fact, the Metalworkers' Union won the right in its latest collective contract for its members to utilize 250 paid working hours to attend State-run courses to obtain compulsory school leaving qualifications.

Former workers were allowed only 150 hours of paid working time for study. The unions, therefore, are in no mood to allow the Government to cut back on their in-service study rights.

The cuts could also affect educational aids and school libraries. Most likely to suffer are "experimental" teaching programmes, especially in the field of foreign languages. At present Italy's school timetable is almost entirely based on a morning-only system.



Motto of the university centre at Roskilde: "Change is life"

Despite the very positive preliminary findings of a Scandinavian study group set up to investigate the working of the university, increasing internal and external complaints about the lack of academic standards at Roskilde and about extreme Marxist tendencies, have led to Government intervention.

In 1974, a Liberal Government (the Liberal Party leading a conservative coalition) decided to end the experiment in teacher education which was the first attempt in Denmark to run such a course within the context of a university.

Then, in the summer of 1975, Ms Ritt Bjerregaard, Social Democratic Minister of Education, insisted on tighter academic standards and the elaboration of a more formal examination procedure.

Disatisfied with the speed at which these changes were put into action, the minister was parliamentarily backed last December for a temporary suspension of the university's normal administration. For a period of four years, it was to be governed by a triumvirate appointed by the Government. It was the actual details of the new examination plans worked out by this regime which resulted in last month's student unrest.

The latest parliamentary decision would seem to restore the status quo ante, with Roskilde again to function as an independent, experimental university. It is something of a victory for the parties of the left, and for the higher educational world in Denmark in general and should be "re-educated" and the teachers had to work out a suitable amount of homework to be taken in the evenings.

Homework problems have appeared in both areas of school. In particular, because parents had not seen their children doing homework, many of them felt that the school and the family were separate entities. The parents should be "re-educated" and the teachers had to work out a suitable amount of homework to be taken in the evenings.

## Full-day plan gains in popularity

by John Dunstan

A three-year experiment with a new type of school has recently been reported from the Leningrad region. This is known as the "full-day school" and is said to be gaining in popularity because it has overcome a basic disadvantage of the extended-day school.

Extended-day schools were themselves presented as a rationalization of the boarding-school in the early sixties. They were cheaper, no less convenient and did not interfere with family life. After the end of lessons in the early afternoon, the child stayed on for a programme of meals, games, supervised homework and other activities—at least in the best of these schools and groups—until the early evening when parents were back from work.

They involved no expense on dormitories, yet the child was under institutional control for most of his waking hours. Parents were free to go to work without worrying about their youngsters, but they could still see them and be responsible for them for part of the working day. Such schools have spread steadily and now take over 20 per cent of the children in the age groups concerned (the first eight school years).

But they have a drawback. Some people feel that children are moved too abruptly from virtual infancy to virtual work.

The full-day schools make the transition more gradual. The main difference is that special rooms for rest and recreation are provided, preferably apart from the school, to break the routine—and the first-formers have an afternoon sleep of up to 90 minutes. This may seem surprising with seven-year-olds but nursery-school children are used to it and staff are convinced that they still need it.

Homework problems have appeared in both areas of school. In particular, because parents had not seen their children doing homework, many of them felt that the school and the family were separate entities. The parents should be "re-educated" and the teachers had to work out a suitable amount of homework to be taken in the evenings.

Most of the schools damaged outside the earthquake zone were in fact old hospitals and barracks, already in bad structural condition, and being used only because of Italy's chronic school building shortage.

## Australia

When it's slower by computer

**SYDNEY**  
Students entering university have a year's break between high school and university. The 12-month break between final year school and entering university would provide an opportunity for students to develop personally, to clarify subject choices and to a variety of jobs in the community or travel, the report says.

The group wants universities to be more flexible in their entry requirements to allow students to benefit from a year's break. It criticizes universities for allowing a policy of deferment for only a few students.

John Kirkaldy

## Bantu TV 'wasteful'

A Government decision to establish a separate television service for the Bantu population, alongside the system inaugurated this year, has come in for severe criticism on the ground that the money it would cost—estimated at R102m (£70m)—could be more usefully spent on improving African education.

In some pre-Government circles the decision has also been questioned for "other reasons." It is pointed out that large sections of the African population, even in the cities, have no electricity in their homes and would in any case be unable to afford the high cost of television sets.

The case for schools rather than television has been underlined by Dr K. B. Harshbano, director of planning in the Department of Bantu Education. He told the National Council of Women that African education was more important to South Africa than a television service and said that although there had been some solid achievements in African education in the past two decades, the next few years would be critical.

At present some 70 per cent of the potential African school-going population was at school. In about five years the stage would be set for the introduction of compulsory education for Africans, given the necessary conditions.

These were, he said, that the teacher-pupil ratio would be considerably improved; that such basic requirements as textbooks and writing materials were made available to all children; that more training colleges were established and that enough classrooms were provided.

Propped

## Holland

Go-ahead for work/study

from Arnold Lissauer

**AMSTERDAM**  
Parliament has given approval to long-term plans concerning so-called "participative education". Each pupil in the 16 to 18 years age group who has had the obligatory minimum of three years schooling will have to combine further education with practical work at least two days a week.

Dr Jos van Kemenade, Education Minister, hopes to establish participative education by developing the present compulsory part-time education for 17-year-old workers who have to attend vocational training centres for one or two days a week.

Parliament has enabled the first step to be taken by allowing the minister to widen the scope of this type of education by merging vocational and civic courses. Twenty-three million guilders (about £4m) has been earmarked for the project.

The aim of participative education, which will probably not start before 1980, will be to prepare young people better for vocational life as well as for community life. The minister believes that stimulating creative activities, which are part of the civic courses, will offset an otherwise too great emphasis on technology.

The report points to the fact that in several States in Europe the pattern of human capital (10 years in school, one year in junior college, four years at university) leads to a "10 plus 4 plus 1" major development.

Since vocationalisation is a part of the new structure, the report says, the higher secondary education will be geared to meet the needs of the post-school education.

## India

Non-attender cause concern

from A. S. Abraham

**MUMBAI**  
Nearly 81 per cent of the 11 in the six to 11 age group were enrolled in schools at the end of last year. The Education Minister, who has public these figures in his latest report, estimates that by the end of the current fifth Five Year Plan (1974-79), 97 per cent of children in that age group will be enrolled.

Being enrolled in school, however, is not the same thing as attending. On average, six out of every 10 children who enter school drop out of school, largely for domestic reasons, by the time they are ready to enter class 5.

To counter this high attrition rate, the report says, the education projects have started in a number of States children between six and 11 of age.

The report describes the "Instructional Technology Project" (ITTE) due to start in 1975, as a significant breakthrough in school education. It does not, however, detail evaluation of the project.

The report points to the fact that in several States in Europe the pattern of human capital (10 years in school, one year in junior college, four years at university) leads to a "10 plus 4 plus 1" major development.

Since vocationalisation is a part of the new structure, the report says, the higher secondary education will be geared to meet the needs of the post-school education.

## Sweden

from Mike Duckenfield

**STOCKHOLM**  
Nearly one in six 16-19-year-olds in secondary school drop out—a large minority of them permanently—according to a report from the National School Board. Altogether about 16,000 pupils a year either fail to complete the course they initially enrolled on or interrupt studies for work or other reasons. The figures add another dimension to recent proposals to reform the secondary schools. With 70 per cent of all 16-year-olds entering the schools, attention had been fixed mainly on making post-compulsory education more attractive to those failing to enrol (TES, January 23 and February 27).

However, it is now clear that 6.5 per cent of all those who do enrol later drop out completely, while another 9.5 per cent do so temporarily for periods of up to three years, and a further 2 per cent change courses without interrupting studies. Only about 57 per cent of students announced on entering the schools directly from the comprehensive and complete their studies in the minimum time without changing courses in mid-stream. The extent and nature of the drop-out problem was studied by a special project group. They conducted a four-year follow-up investigation to see what happened to 8,000 youngsters leaving comprehensive school in 1971, the year that the new integrated secondary schools came into being. The schools offer tuition of up to four years on 23 fixed courses and a variety of special programmes ranging from academic pre-university studies to shorter vocational training.

The highest drop-out rate (20 per cent) was for the three and four-year pre-university study lines. Predictably, the main reason for changing course in mid-stream was the competition to achieve good marks. Nine out of 10 changers gave reasons about the lack of academic standards at Roskilde and about extreme Marxist tendencies, have led to Government intervention.

In 1974, a Liberal Government (the Liberal Party leading a conservative coalition) decided to end the experiment in teacher education which was the first attempt in Denmark to run such a course within the context of a university. Then, in the summer of 1975, Ms Ritt Bjerregaard, Social Democratic Minister of Education, insisted on tighter academic standards and the elaboration of a more formal examination procedure.

Disatisfied with the speed at which these changes were put into action, the minister was parliamentarily backed last December for a temporary suspension of the university's normal administration. For a period of four years, it was to be governed by a triumvirate appointed by the Government. It was the actual details of the new examination plans worked out by this regime which resulted in last month's student unrest.

The latest parliamentary decision would seem to restore the status quo ante, with Roskilde again to function as an independent, experimental university. It is something of a victory for the parties of the left, and for the higher educational world in Denmark in general and should be "re-educated" and the teachers had to work out a suitable amount of homework to be taken in the evenings.

## France

Reform protests abate after Government concessions

from William Farr

**PARIS**  
After three months of demonstrations and strikes against the decree reforming second cycle university studies announced on January 15 the troubles were by no means over last week in many universities. Four days after the televised Press conference by President Giscard d'Estaing (TES, April 20), Madame Alice Saunier-Seïte, Secretary of State for Universities, met the standing committee of the Conference of University Presidents and agreed to a number of "concessions". The following day she told the leading student and teachers' unions, both of them close to the Communist Party, of the planned changes. These concerned the ways in which the decree would be implemented and made no alteration in the decree itself.

On the basis of the "concessions" the unions called on their members to return to work so as to be able to continue negotiations and to solve the problem of the end-of-term examinations which can now only be held if exceptional measures are taken very soon. Meanwhile, the Secretary of State is completely revising the circular on the implementation of the decree, but this time in consultation with the university presidents.

The administrative circular will also confirm that provision is made in the seventh Five Year Plan, 1977 to 1981, for a priority programme to improve professional training within which 186m francs (£20m) will be available to universities to finance new second-year courses in the sciences and technology. This goes some way at least to meeting the demands from the universities that they should be given new money to finance new courses so as not to be forced to drop traditional curricula.

Members of each of the technical study groups consisting of representatives of universities, industry and commerce which will advise on whether proposed courses are well conceived and teachers' unions will be chosen by the Secretary of State from lists submitted by the universities.

The administrative circular will also confirm that provision is made in the seventh Five Year Plan, 1977 to 1981, for a priority programme to improve professional training within which 186m francs (£20m) will be available to universities to finance new second-year courses in the sciences and technology. This goes some way at least to meeting the demands from the universities that they should be given new money to finance new courses so as not to be forced to drop traditional curricula.

Members of each of the technical study groups consisting of representatives of universities, industry and commerce which will advise on whether proposed courses are well conceived and teachers' unions will be chosen by the Secretary of State from lists submitted by the universities.

## Italy

from Dalbert Hallenstein

**VERONA**  
A 50 billion lira (£30m) cutback in next year's educational budget has been announced by Signor Franco Maria Malfant, Minister of Education. The reduction, amounting to about 1 per cent of the total educational budget, is part of general Government policy to curtail spending in the public sector.

Signor Malfant emphasized that the cutback will not be applied to teachers' salaries, which effectively means that all other educational expenditure will be reduced by 13 per cent.

Although he has not yet announced which sectors are most likely to be affected, the existing programme of in-service, updating courses for teachers will almost certainly be one of the main victims. Expenditure on adult education courses for workers, run in collaboration with the industrial unions,

is also likely to be reduced. The unions are already organizing a series of strikes to discourage such a decision.

Last week, in fact, the Metalworkers' Union won the right in its latest collective contract for its members to utilize 250 paid working hours to attend State-run courses to obtain compulsory school leaving qualifications.

Former workers were allowed only 150 hours of paid working time for study. The unions, therefore, are in no mood to allow the Government to cut back on their in-service study rights.

The cuts could also affect educational aids and school libraries. Most







# COURSES

COUNTY OF NORTH YORKSHIRE  
SCARBOROUGH

The North Riding College of Education offers the following courses for teachers:

## SUMMER SCHOOL 11-16 July 1976

Vacancies still exist on the following courses only:

- Drama for the 6-13 Year Olds.
- Geographical Studies in the Local Environment.
- Looking at Living Organisms—a joint approach through Art and Science.
- Practical Music Making—with special reference to the needs of children in the 6-12 age range.
- Reading Workshop.
- Recent Children's Fiction.

Total fees for each of the above courses will be £37.50.

THE TEACHING OF READING IN THE MIDDLE YEARS—SUMMER TERM 1977

(DES Course)

NURSERY CONVERSION—SUMMER TERM 1977 (DES Course)

LANGUAGE AND LEARNING—AUTUMN TERM 1977 (DES Course)

ONE YEAR FULL-TIME B.ED. DEGREE

(courses are available in most subject areas)

For further particulars apply to:

The Tutor Organiser—in-Service  
North Riding College of Education  
Fleay Road, Scarborough YO11 3AZ

RIHE Roehampton Institute of Higher Education

## MATHEMATICS

In courses leading to University of London awards

either with education, business economics, movement studies, education & physical science, education & physics of education & chemistry, for a BACHELOR OF HUMANITIES degree or with education for a BACHELOR OF EDUCATION degree or with a main subject for a CERTIFICATE IN EDUCATION, or for a POST-GRADUATE CERTIFICATE IN EDUCATION.

Details from the Registrar at any one of the following:

Bigby Stuart College, Roehampton Lane, London SW15 8PH  
Southlands College, Wimbledon Park Road, London SW15 8NR  
Roehampton Institute, Roehampton Lane, London SW15 8PN  
Wimbledon College, Wimbledon Park Road, London SW15 8NR

## THE SKILLS OF HANDWRITING

By Reginald C. Phillips

Will make you a more accomplished writer and a better teacher of handwriting at any age level. Improving your own handwriting or that of your pupils can be a painless experience.

11p: £1.25. Cloth £3. Plus postage 20p

published by: R. C. Phillips Ltd.

70 High St., OXFORD. Tel: 41174. OX1 4RD

3-DAY COURSES FOR TEACHERS BY ARRANGEMENT

## TES SPECIAL INSETS 1976

The Times Educational Supplement publish many special insets throughout the year covering a wide range of subjects.

A complete list of the special insets due for publication in the TES during 1976 is available to both readers and advertisers.

If you would like a copy of this list please write to: The Advertisement Manager, The Times Educational Supplement, P.O. Box 7, New Printing House, Square, Gray's Inn Road, London WC1X 8EZ.

THE TIMES EDUCATIONAL SUPPLEMENT

Whoever you're selling find a buyer in the TES

FOR SALE AND

WANTED column.

Call 01-637 1234 and find out how cheap it is

in the TIMES EDUCATIONAL SUPPLEMENT

## Sport

## W Midlands walk to 8 titles

The West Midlands walked away with most of the prizes from the schools race walking championships at Chilgumham, Kent, on Saturday, taking eight titles in all, including the overall trophy.

The most sweeping success was in the junior girls' race in which the West Midlands team took the first five places and, with the first three counties, a perfect score of six for the team championship. This trio was Karen Keen (Alderbrook School, Solihull), Jackie Wickham (Four Dwellings School, Kings Norton) and Jane Lewis (Wyndham-Bellford School, Sutton Coldfield).

The other girls' trophies also ended up in the West Midlands. The intermediate race went to Joanne Wickham, sister of Jackie, and the senior event to Sally Wish, of the Solihull College of Further Education.

The boys were less successful, winning only the junior team title in which N. Troy (Four Dwellings) was second to S. Marshall (Durford GS, Kent).



Karen Eden: first of the first.

## No rest for footballers

England won the schools under-15 Victor Shield football tournament with a 3-1 defeat of Scotland at Celtic Park. The two good teams provided an excellent game which was evenly balanced until the forty-seventh minute when Wayne Clarke (Pool Hayes School, Walsall), brother of the Leeds United international, scored from a corner.

The Scots equalized almost immediately through Jardine, but within another 20 minutes England sealed the match with further goals from Andrew Ritchie (Chislehead Moseley CS, Stockport) and Steve Allen (Gaynes School, Havering), not the former Tottenham Hotspur player and Queens Park Rangers manager.

But the boys cannot rest yet. This weekend they fly to West Germany for two games before the June 5 match against France at Wembley.

Liverpool, for the twelfth time, have won the English Schools Trophy. They beat Slough 4-1 on aggregate: a 4-2 home win followed by a 0-1 defeat at Slough. Coalville Upper School, Leicestershire, and Eastington Secondary School, co Durham, share the English Schools under-16 title after drawing 1-1 at Coalville last week-end. Eastington also had a half share of the cup last season, a dud Coalville the year before.

## Suzanne gets a fright

David Newman, of the Plumpton School, Malden, is something of a nuisance to Douglas Johnson, of Washwood Heath Comprehensive, Birmingham. Although David is ranked 10 places below Douglas in the table tennis list, he has now beaten him three times.

His most recent success was at Luton at the weekend when he beat Johnson 21-19, 21-19, in the senior title in the Seiga English Schools championships.

Suzanne Hunt (Kesteven and Grantham Grammar School) had a fright on the way to retaining her under-16 title. She trailed 13-20 to Linda Hryszko (Bradford) before winning 24-22, in the semi-final.



## Chell wins fencing trophy

Matthew Chell, of Brentwood School, won the second annual Wilkinson Shield national youth invitation foil when, in the last fight of the final series at St Paul's School, Barnes, he defeated Andrew Webb, St Paul's, by 10-1.

Invitations for the foil, which is organized on Wilkinson's behalf by the Schools Fencing Union, go to the top 12 from the boys' Under-16 and Under-18 Great Britain championships. A few Under-20 fencers are added. Boys from Scotland, Wales and all areas of England are included. The last eight for the 10-hit knock-out final series held en gala, came from seven schools. Ages ranged from 14 to 19.

## People

The Duke of Kent has been elected president of the Royal Institution. Professor D. M. Wilson, professor of medieval archaeology, London University, is to be a governor of the Museum of London.

Appointments Administration Mr Geoffrey Ellorby, deputy director of education for Liverpool, is to be director of education for the London Borough of Bromley.

Schools Mrs J. M. Goodland, deputy head of St Anne's Junior School, Windsor, is to be head of the school.

mere, Cumbria, to be head of St Kieran's School, Moffat, Dumfriesshire. Mr A. T. Rowell, first deputy head of Joseph Whitaker Comprehensive, Rainton, Nottinghamshire, to be head of the William Crane Comprehensive, Nottingham. Mr R. A. Moore, second deputy head of Joseph Whitaker Comprehensive, Rainton, Nottinghamshire, to be head of Hummer County Secondary, Penrance, Cumbria.

Universities Mr David Llewellyn, lecturer in economics, Nottingham University, is to be chair of money and banking at Loughborough University of Technology. Mr R. D. Dill, reader in biochemistry, Nottingham University, is to be chair of physiology and biochemistry, Reading University.

## MPs' 'lack of interest'

Teachers in Blackpool challenged Mr Hector Munro, Conservative Party spokesman, to explain the lack of interest in the educational value implications of sport and recreation.

The teachers, some of them on courses at the North Counties Physical Education Association's In-service School of Education, questioned Munro closely on the school's role in leisure activities. Educationists said one were not being consulted on political decisions were made and closely related to and in cases overlapping their own responsibilities. They were concerned about this.

Mr Munro said the Government White Paper on Sport and Recreation drew heavily for its content from reports of the House of Select Committee on Sport. He said he had never been involved in Parliament that the recommendations were right, clearly in relation to physical recreation as laid out by the Royal Charter setting up the Sports Council. Yet, he had made his first major contribution to the present sports councils and regional sports councils of sports recreation.

The question which ought to be asked was: should sport be seen as a recreational activity or as a sport? And if it is a sport, should it be seen as a sport or as a game? These always had been questions which must be close cooperation, particularly the local area who were the prime providers of financial resources. But they were a major difference between recreation and a take-over. The minister has taken the time to think about the present system, leisure, the country, which is well and is deep. That period of consolidation.

THE TIMES EDUCATIONAL SUPPLEMENT 14.5.76

18/19

Political education; language development; in-service education

20

Arts features

21/23

Books; politics; education; history

24/25

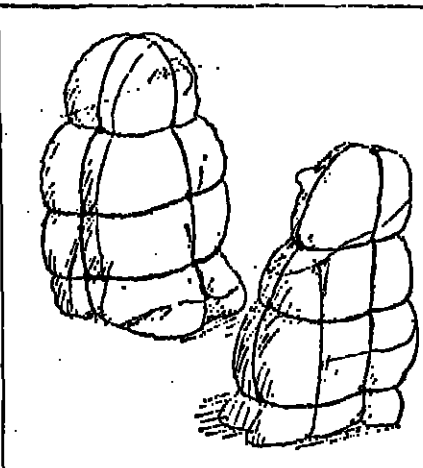
Resources: English; environmental studies

26

Talkback: dialect and comprehension; truancy

## Brown Paper 1976

Dame Margaret Miles calls for a period of calm and consolidation, to allow schools to tackle the fundamental problems of a comprehensive system



The oddly assorted coalition of ex-headmasters, novelists, sociologists, psychologists and others who gave us the last Black Paper have little in common but their negative, even destructive, attitude to modern primary school methods and to secondary schools. They also seem to be "against" children, since their very first statement tells us that children are not "naturally good". (Does this imply that adults, or at any rate those who write black papers, are?)

Yet the shadows of the black papers are long, and darken subliminally the thinking of the media-conditioned public. However, the response from those working in schools has been positive. It is demonstrated by the Campaign for Comprehensive Education/Forum conferences, by the Confederation for the Advancement of State Education, and by the recently formed Programme for Reform in Secondary Education (PRISE). It is also to be seen in the discussions at many conferences and courses, and in the practice of many schools.

I looked for a colour in which to cover my response. The politically blue style of some of the black papers might be expected to provoke a red reply—yet the issues under discussion cross party political boundaries. Would white be an appropriate colour? Pure and good? Yes, but too governmental, as is green. Yellow and purple have their own, in this context unsuitable, auras—so what about brown?

Brown paper may have its rivals in jet-black bags and cellophane, but it is still with us; it is tough, practical, neutral, warm and not too expensive. When Jack and Jill, two not-naturally-good children, fell down the hill, it was used to heal Jack's crown, admittedly with the addition of a little sticking plaster.

Surely what the schools need now is a period of healing, brown-paper calm. Positive and creative learning and teaching could then develop out of the period of rapid and important change which they have all been experiencing.

The education revolution is continuous, but the pace varies, as do the sources of innovation. A period of peace should see the consolidation of organizational and externally motivated change, and a steady growth of new thinking and practice within the reorganized schools.

Too many adults, former pupils, politicians, and others not actually working in schools, tend to forget that while they are arguing about the status and style of "their" schools, the experience and aspirations of successive cohorts of pupils can be unfavourably affected by the consequent uncertainties, staff changes, misrepresentations and drops in morale. They will not have these four or five precious years again.

A bit of brown paper thinking might also help to counteract the dangerous polarization of views which characterizes the present educational debate. To some, all comprehensive schools are bad and all direct grant and other kinds of grammar school are good. Progressive education is of the devil, and discipline and the three Rs are of God—or, of course, the other way round.

Polarization of views and confrontation of attitudes does not help teachers, pupils, or parents. Too much mental energy is being used in arguing the case for a skills-based as against a knowledge-

based curriculum, for child-centred versus subject-based methods, for effectiveness against cognitive approaches, for strictness rather than permissiveness, for so-called middle-class versus working-class values and so on.

These are not alternatives; the dynamic and complicated learning-teaching process needs them all. A change of emphasis takes place from time to time in both the long and short term, but the development of more child-centred and skills-based education does not rule out the acquiring of knowledge, and cognitive growth.

Surely we need to hold on to some middle ground, to look at the actual needs of the children and young people in our schools, and to give them the security, help, sustenance, containment and purposefulness they need as they press on to their various destinations.

That there are tensions in the secondary schools no one would deny, but it would be surprising if there were not. They stem from what Gabriel Chanan has called the "cultural dualism" which has characterized secondary schools since the Act of 1944. It was then enacted that "every child should receive efficient full-time education suitable to his (sic) age, aptitude and ability" up to the age of 16 (initially 15).

The Act provided a framework, not a prescription, for educational development; the real implications of "secondary education for all" were not spelt out or even perceived.

There were no regulations or codes concerning content, "efficiency" was not defined, nor was the context in which aptitude and ability were to be assessed.

Thus without research findings, central advice or direction the "schools"—the heads and staffs, with some I.E.S. and H.M.I. advice—were left to interpret the principles of the Act. The hungry pupils were there, they had to be fed, and there was no time to sit back and plan a suitable diet, or indeed an eating style.

The past 30 years can be seen as a period of learning-by-doing how to create a common sense system of secondary education for all.

In practice the pre-war tradition of elementary schooling for the majority, and secondary, or grammar, education for the minority, persisted into a social and economic pattern to which it was quite unsuited. There were two styles of training teachers: those for the elementary schools in the two-year training college course; those for the secondary schools in the universities, taking a three-year degree course followed, though not invariably, by a year's course

in the theory and practice of teaching. The heads and staffs of schools had to seek their own ways of synthesizing the two styles if they felt the need to do so.

In spite of considerable progress towards a synthesis, the weight of the two traditions which had developed from past needs still lies heavy on the schools; the one from the post-1902 secondary schools, which had derived their inspiration from the public schools and high schools of the nineteenth century, and the other from the elementary schools which had been re-jigged as secondary modern schools.

The schools in the former tradition, often single sex, had clear aims. They provided means of access to the accepted cultural heritage, they had pretty independent methods of working, and they assumed a long enough school life for each pupil to go on to higher education. The schools in the other tradition had limited aims. They handed down snippets of knowledge from the cultural heritage, they were less independent and more organized from the "office", they assumed that most pupils would leave school as soon as possible (in practice 15), and they were often mixed, not on principle but for cheapness. There were roughly four of the latter kind of school for one of the former.

In the early days of comprehensive development the schools continued to reflect and perpetuate the two traditions. Some even claimed virtue by saying that at least all the children were in the same school, so that transfer from the "grammar" to the "central" or "modern" streams was easier and more likely to happen than in the separate school system.

Others came down on the side of the non-academic, pastoral, teaching-children-not-subjects style of the elementary tradition, and so laid themselves open to the charge of levelling down and not looking after their clever pupils.

Yet others organized as enlarged grammar schools, and exposed all their pupils to subject-based examination-oriented, seven-period-day timetables and, of course, were blamed for their neglect of the slow learner. (Comprehensive schools are still subject to this kind of criticism: if examination results are good it follows that the less able must be neglected; if an efficient remedial department uses a fair share of resources, the bright must surely suffer.)

Streaming and banding of varying degrees of coarseness were developed over the years, to try to provide for the great variety of aptitude and ability found in the schools. In practice these schemes could only be short-term expedients, for they were based on assumptions about children which are contrary to the whole philosophy of comprehensive schooling. They were self-fulfilling prophecies, for the lower streams tended to get worse and the upper to improve. Thus the tensions which "streaming" was expected to ease increased as a result of it.

Indeed, the streaming controversy is a microcosm of the overall disease which has developed as teachers and the public have at last begun to see what secondary education for all is about. The question whether to stream or to teach in mixed



ability groups contains virtually all the problems now under discussion—what to teach, how to teach, how to assess the results, and how to establish the kind of order that is necessary if learning is to take place.

Unstreaming or "mixed-ability" teaching does not constitute a kind of magic for solving these problems; not only does it not immediately heal, it even seems temporarily to open the wounds inflicted by cultural dualism, and it forces teachers to question their traditional methods, curriculum content, techniques of assessment, and control.

This temporary pain, and it can be severe, is, however, creative and should be eased as teachers work out their answers. In doing so they will be going a long way to meet the needs of their pupils as distinct from the needs of the schools. It is the achievements and attitudes of the pupils themselves which have forced the schools to question their elaborate techniques for separation, selection, and classifying of children. After all they come, not in tidy categories, but mixed in ability, in aptitude, and potential, just as they come mixed in size, hair and skin colour.

What research has been done shows that it is the teacher—as well as the general ethos of the school—who can make or break the spirit, and therefore the achievement of the group. Teachers are now well paid, and should be able to exercise more control over their profession—perhaps through a general teachers' council. Such a body could examine questions of entry qualifications and tenure, and teachers' conditions of work. It could also make recommendations for arrangements of terms and holidays which would give all teachers the necessary time for staff consultation, in-service training, and preparation of work.

This brown paper is about the maintained schools, "our" schools. It is meant to show that those involved in them are aware of the forces at work as changes take place, and are learning to canalize and not dam (or, indeed, dam them). Common sense, public goodwill and support, and professional expertise are needed; so is an end-to-end to blaming the schools for the troubles of society which they cannot help reflecting. Brown-paper thinking should be useful for the period of support, healing, and wrapping-up which could be dawning.

Dame Margaret Miles was formerly headmistress of Mayfield Comprehensive School, London.



## Growing awareness

Fred Milson argues that political education is both inevitable, and vital for the survival of democracy

St Andrews Youth Centre, Halifax, has issued a political broadsheet for its members. It skirts no controversial issue: one section is called "The Advantages and Disadvantages of Capitalism". Elsewhere a group of teenagers mounted a successful campaign to have the old people's bus passes restored, at the cost of a 1p increase in the rates. In another town "teenage vandals" formed an action group to persuade the reluctant local authority to provide them with an informal club to help them with their problems.

These are rare examples of young people being involved in programmes of political education and action. Far commoner is an adult attitude to politics and the young which says "I shouldn't touch that, son—it's dangerous". We have, of course, programmes which masquerade as political education. There are courses in civics, which avoid any controversial issues and simply assume that the existing structures of power are there to be accepted uncritically by the young.

Another impostor is that type of community service which is never allowed to stray beyond the bounds of personal service and is halted on the threshold of community action. They can dig old people's gardens, but they must be discouraged from asking whether the retirement pension is enough. Recently the school of an area in the north happily cooperated in a programme of community education initiated by a group of community volunteers. But the moment it was realized that the children were to be encouraged to look critically at their society, they were all withdrawn from the scheme.

The powerful arguments against political education of the young have three points. First, it is undesirable: to bring politics into the classroom is like playing rugby league football in church. This is a laughable objection when we consider what is happening in some schools.

Educational programmes should have components which start from the conflict in our society, and prepare youngsters for the world as it is. In Birmingham recently there were strong objections to the inclusion of a section on communism in the schools' religious syllabus. I did not join in the protest, partly because I think youngsters who have to read the Bible, a far more interesting book, but mainly because communism is inescapably part of the world they inherit.

The second criticism is that political education is dangerous, that it will lead to political radicalism. This may be disputed. It is arguable that the Left everywhere exerts an influence out of all proportion to its numbers, simply because its advocates are the only political literates on the scene.

But if political awareness opens our eyes to injustice and bureaucracy, is the truth to be suppressed on that account? That reminds me of the bishop's wife who, being told of the theory of evolution, remarked that if it were true, she hoped everybody would keep quiet about it.

The third criticism is that political education is difficult. Nobody can disagree here. Where are the teachers? Where lies the boundary between political education and political indoctrination? In a local authority, how would the party in opposition react to the introduction of such programmes in the schools?

To all the objections there is one general answer. Political education of the young is, regrettably inevitable. With our lives, the Western democracies may not already under threat, but they are, in a matter of survival, persuaded young people that society belongs to them, and



Beyond the civics lesson: children of Canvey Island join with their parents in political action

## Learning to talk

Douglas Hubbard describes a project which encourages mothers to take a positive role in their children's language development

Several hundred families live in the high-rise flats on the Kelvin estate, near the centre of Sheffield. From such an environment some 25 mothers and their children came to a 10-session language course at the nursery unit in the West Don Street Infants' School.

The headmistress was keen to help mothers become more conscious of their skills with children, and to encourage them to make greater use of them. I acted as tutor to the group of 15 mothers who agreed to come to the unit every

Tuesday morning for an hour and a half, with their pre-school children. Before committing themselves the mothers asked to meet me, to give me the "once over". After that the course began, with "talking about" children the focal point of interest.

I had 10 language development objectives in mind, although I felt it inadvisable to impose those on the group from the outset. Language acquisition, and its development within the family before and after entry into school, was to be the central theme, with our work to be based on the contributions of the mothers. To begin with, tape recordings were played of other mothers talking with their children. The listening group were discerning and constructively critical, giving praise and blame as they saw fit. Their questions probed not only the patterns of language, but also the situation in which it was used.

The mothers showed an expertise many teachers would have envied. They began to ask how they might extend the "question and answer interludes" that were regular features around the kitchen sink. Such questions were only forthcoming as the mothers began to recognize the significant part they were playing in talking with the children. Teachers have tended

to create a sense of "powerlessness" in the part of the parent.

Not all the mothers had the time or inclination to talk at home. Several looked to siblings or father in law for support. Six mothers, however, recognized that though it was desirable for the husbands to take part, shift work and commitment to friends made it very difficult. One mother said her husband would consider himself "cheated" if he were asked to tell a story, or play a form of game with the children.

"How do we play with the children?" rather than "Why do we play?" was uppermost in the minds of the mothers at the start. But as the course proceeded informal discussion, explanatory and practical sessions allowed them to deal with both questions. They learnt about simple talking pictures, surprise boxes, concertina books and picture games.

Old catalogues, scissors, newsprint glue were supplied by the nursery while other items—such as old shoeboxes and things to go inside for the children to see, touch and hear—were enthusiastically collected by the mothers.

To develop this kind of work I drew the group's attention to the work of the Fabians, and their book, *Talk for Guided Reading* was welcomed.

## In-service on the spot

Peter Evans

reports on one school's attempt to become its own teachers' centre

Conscientious teachers, intent upon pushing Bullock influences from the bookshelf to where the children's language activities are changed for their benefit, are now being offered assistance from the conventional sources employed in in-service education—publications, lectures, courses and working parties. But there is a tendency for these traditional agencies to neglect what should be the most productive resource for teacher-education on language development—recordings and transcripts of the language used by the children we ourselves teach.

I want to examine this contention with reference to transcripts of the speech of two fourth-year junior boys. (The bracketed numbers refer to the points which were discussed when the recording and transcript were used as the basis of a staffroom session of in-service education.)

Charlie and his partner (1) had constructed a gadget which enabled distances to be measured across obstacles. (2) Teacher: Tell me about this gadget, Charlie? (3)

Charlie: Well... it's... um... well it's a distance measurer, as it says, it's for measuring distances... um... well... um... (4)

mothers were quite willing to criticize (though often with extreme prejudice and bias) the work of authors such as Rosen, Britton, Lewis and Lawton. Jimmy Britton's *Language and Learning* proved to be the most acceptable to three mothers, who animatedly discussed the nature and purpose of gossip and its implications for the spectator class.

Anxiety about the child's entry into and performance at school remained deep-seated. Refuge was sought in such comments as "If he's got it, the school will bring it out", to which many noticed in agreement. The parents felt that school would deform the start—and perhaps the finish. A successful start was judged by the initial success in learning to read. This was the school's job in the main—to teach the child to read.

Until this point no specific objectives had been written down. In the next week activities were based on the 10 objectives taken from Schonell and Goodacre's *Psychology and Teaching of Reading*.

● Varied use of language for increasing concepts, vocabulary, and knowledge of sentence patterns—stories and discussions centering round house activities.

● Listening to stories to improve attention (and become familiar with the language structure of books as distinct from speech patterns).

for discussion—we can lay down a few essential components, the iron ration of political education. Leave out any one of them and the result is imbalance. (Leave out knowledge, for example, and one may well be left with political obsession, a poor substitute.) One of the purposes of political education might be said to be to save us from the sterility of political obsession. Politics is very important, but it is by no means the whole of life.

Third, there is a parallel with the modern intention of religious education, which is not to evangelize or indoctrinate, but to provide the material for a personal choice and commitment. So it is with our present concern. We are confronted with choices. What relative weights do we give in our political loyalty to individual freedom and economic justice? Political education aims to help us to decide what our commitment will be on more than eclectic grounds.

Fourth, there is the question of experience of political power structures. In the

Teacher: How does the thing work? (5) Charlie: Well, it's an isosceles triangle, so each side is the same length, a 90-degree angle and a 45-degree angle that's what we've made. There's a tape measure on it, and a hook, so that you can hook it on and tell the distance. The person whose got the 90-degree angle can read it off, which will be the distance from him to the pinpoint, which is what we are trying to find the distance of.

Teacher: In what way does it differ from an ordinary tape measure? (6) Charlie: Well, if there is a river or something in your way, or other obstacle or a road or anything, you wouldn't be able to do it with an ordinary tape measure, would you? With this, there's no need for that, you just point it at it and get the distance.

Teacher: Does it work? Have you tried it? (7) Charlie: Yes, it's one metre out every time, so we find if we add one metre it should work every time and it has, every time.

(Total verbal output: teacher, 29 words; Charlie, 166 words. (8))

Harry had made three types of electrical resistor.

Teacher: Right, Harry, tell me about this thing.

Harry: Well, first I started using a millimeter to test batteries, to see if they were working. The millimeter measures very small amounts of electricity and I was just about blowing its top doing this. So I decided to make something to make the... to cut down the current so it would be possible to test batteries on this. I thought of a resistor and I found the best substances which were available in the school were water and graphite.

Teacher: How did you find out that water does act as a resistor, Harry?

Harry: Well, I knew from past knowledge and I also found out by experimenting.

● Asking questions to develop the desire for understanding.

● Free activities with self-chosen play material to develop the sense of purpose, concentration and persistence necessary in learning to read.

● Rhymes and songs to develop a sense of sound.

● Drawing and teaching to aid the understanding of ideas and recognition of work patterns.

● Projects to develop a train of ideas, expand vocabulary and increase knowledge.

● Participation in group work to develop cooperation and initiative.

● Participation in group activities which involve following adult instructions.

● Becoming acquainted with books, through opportunities to handle picture books connected with everyday activities or a project.

The headmistress suggested that mothers who attended the course appeared more willing to assist within the school, more able to articulate about activities within the home, and more sympathetic towards the school and its aims.

Overall, attendance was excellent, although one way of bringing down the

Teacher: What about using the graphite line? What gave you that idea?

Harry: Um... Mr Hicks (the class teacher) told it to me. I didn't really think of it myself.

Teacher: And what's this peculiar resistor you've drawn here, with different lengths of graphite line?

Harry: That's what I call a multi-resistor, which is a piece of card and graphite lines of different lengths on it, and... the longer the graphite line the bigger the resistance. If you want a small resistance then obviously you take a smaller line, and vice versa. (9)

(Total verbal output: teacher 45 words, Harry 151 words. (10))

At the after-school staff meeting the tape was played and replayed, with pauses for discussion of points from which something useful could be learnt.

(1) Working in groups of two or four, encourages purposeful use of language between the collaborators, and provides opportunities for children whose language is limited to profit from association with children whose language is more advanced. Groups of three can cause the exclusion of one child, groups in excess of four make it difficult for a diffident child to have its say.

(2) The boys had made something; they had a concrete experience about which to talk to the teacher. The process of practical problem solving had involved the use of language to explain, describe, instruct, discover, inquire, hypothesize and test. The conclusion was that some kinds of children's activities are intrinsically more productive of language development than others. This confirmed the decision of a priority-conscious staff to expend limited resources of time, space and money on the development of primary school technology rather than, say, pottery. It was also agreed that classroom follow-up, during the interval between this meeting and the next formal session, would concentrate upon language to instruct. (A method for promoting the dis-

cussion of ideas—for example, "All children should be made to wear school uniform" was already in operation.)

(3) The teacher had asked an open-ended question as a speech prompt which imposed no restrictions upon the child's response. A closed question, "What is that?" would have invited the limited response, "It's a distance measurer". The staff were well aware, from previous study of recordings of teacher performance made before the special study of language had started, of the tendency to ask closed questions. The teacher later

(5) recognised the need for a further prompt which, although it was more specific, was still open-ended. At one time, all members of staff considered themselves to be able, intuitively, to speak effectively with children. We now know that we need to make considerable adjustments and that old habits are hard to escape.

(4) These pauses, false starts, hesitations were seen to be a sign that the child was thinking, using internal speech, before he committed himself to the open expression of his ideas. The lesson, for teachers, is the need to wait patiently for a response and to avoid hurrying or harrying the child. (One teacher later found that the delay between prompt and response could be as long as 20 seconds.) The relationship between language and thought had been the subject of a previous study.

(6) The teacher was talking in his normal way as an educated adult, a policy the staff considered should be adopted with much younger children.

(7) What the teacher says has an influence upon the attitudes he hopes to inculcate. The regular use of such phrases as "Have you tried it?", leads to an understanding on the part of the children that they are expected to test their propositions and to present supporting evidence.

(8) In this exchange, Charlie did most of the talking. This fact, compared with the opposite situation which once predominated, confirmed that one of our objectives was being achieved. See also Point (10).

(9) Harry's speech illustrates a target. The staff have so far been unable to find an existing profile of the linguistically competent 11-year-old, and until we do Harry represents for us a living example of how we would like all 11-year-olds to speak. Harry's highly educated home has given him immense advantages. We know that less fortunate children will not attain his standard, but we feel that the gap can be narrowed. This reaffirmed our rough and ready philosophy.

So ended this school-based session of in-service education, in which children had participated in the professional education of their teachers. Whether we learnt much or little, the opinion of the staff, and of teachers who had taken part in a previous exercise, is that the session produced greater understanding of language, development and consequent classroom action than would have been prompted by attendance at a lecture, course, external working party or teachers' centre meeting.

Subsequent classroom action, directed at "language to instruct", has produced booklets on how to make a sandwich, how to blow bubbles, how to play conkers, how to fix a Lego motor, with batteries, how to use the tape-slide synchronizer. Thus, in a small way, in-service education (what the teacher learns) has influenced curriculum development (beneficial changes in what the child does). It is this link between what should be regarded as inseparable elements in the process of change that the traditional agencies for in-service education generally fail to establish.

Given initial guidance from a visiting adviser who had successfully lead a similar exercise, many more schools could become their own teachers' centre. As Charlie and Harry (and all the others who appear on our recordings) demonstrate, it is unnecessary to leave the children in order to learn how best to teach them.

Fred Milson is head of youth and community studies, Westhill College of Education.

Peter Evans is headmaster of Holsworthy Primary School, North Devon.



# Need for wings to fly

John Peter on Strindberg

Strindberg: The Plays. Volume One 436 50004 3. Volume Two 436 50005 1. Secker and Warburg, £6.50 each.

The first volume of Michael Meyer's translation of Strindberg's plays has long been out of print. Now that the second has appeared, nearly 12 years later, the publishers have re-issued the first. The two together contain 16 plays and provide us with the best organized access to Strindberg's work in English.

Mr Meyer's virtues as a translator have long been known. Like his renderings of Ibsen, these plays come over with a powerful sense of drama. The reader who knows no Swedish will obviously have to take a great deal on trust; but he will sense, as I did, from the sheer range of dramatic expression, that the translator is never out of touch with Strindberg's theatrical intentions and is constantly alert to his nuances of character and situation. Note, for example, his introduction to *Playing With Fire* (Volume 1), with its suggestion that the Son and the Daughter-in-law might have been played by Noel Coward and Gertrude Lawrence—an insight which combines perfect theatrical sense with the subtlest understanding of a certain icy-fervid quality in Strindberg's writing.

When Strindberg is at his best, as in *Playing With Fire*, *Miss Julie* or the first part of *The Dance of Death*, this quality is firmly controlled and made to serve both his characterization and his overall vision. At other times Strindberg can lose control; the disciplined dramatist is unseated by the messianic visionary and the self-tormenting hysteric, and the writing acquires the tone of savage sentimentality, alternately hectoring and soppy. This loss of control may explain why his apostolic plays, written in a language of optimism and aiming at the revelation of divine benevolence, have so often in the end, such a pessimistic impact.

The fact is that when Strindberg is writing in hope his prose has a hectic and hollow ring; his tone is bitter, and it constantly denies the content of the language. My Meyer quotes one of Strindberg's Swedish critics, Gunnar Ollen, to the effect that anger brought out the best in him. He might have added that religiosity, the quest of salvation and the spectacle of his own soul struggling for it, tended to bring out the worst. On such occasions a strained, acerbic, bellicose note appears in his plays; subjectivity, divorced from time, place, and often character too,

gives them the air of sermons thundered out in an empty church by a demented priest.

These are harsh words; but a critic of Strindberg's plays will often have to resort to extremes. He was one of the first unashamed visionaries in the modern theatre; and like many others he sometimes concentrated on his visions at the expense of literary or dramatic quality. I know of no other writer of comparable stature whose work contains such stunning things along with much rubbish. He seems at times to have been entirely without a sense of literary tact. Having written the first part of *The Dance of Death*, which is a masterpiece of compressed observation, controlled dramatic tension and psychological cunning, he went on, as if obsessed, to write Part Two, full of improbable plotting and drowning his characters in sentimentality and hysteria (both Strindberg's and their own).

Strindberg has two major achievements which are apparently contradictory. He is one of the first great naturalists of the theatre. In claustrophobically realistic settings (*The Father*, *Miss Julie*, *The Dance of Death*) he presents people locked in intimate and desperate emotional combat. Their actions are developed with a meticulous sense of reality; they are products of superb intuition and dogged psychological detective work. Mr Meyer's comparison with D. H. Lawrence is entirely accurate; Strindberg shows the same interest in the intricacies of the inner life.

But here already we are on the edge of his second principal area of achievement. His inward gaze has an uncanny accuracy; but it is also a product of a subjective passion. Strindberg, as I have said, is a visionary. In a revealing phrase, in his Preface to *Miss Julie*, he writes about "the author-hypnotist". And indeed, even his most realistic plays have a hypnotic effect that goes beyond realism and its strict dramatic logic; their claustrophobic atmosphere, the obsessional quality of much of their dialogue, their compression, their steadily rising tension and the repetitive ring of their clashes and savage arguments—all give these plays a quality of visionary ravage. They develop from descriptions of passion and of life into statements about them.

Strindberg's frequent use of generic names for his characters (*The Stranger*, *The Lady*, *The Daughter-in-law*) hints that he saw them as representative figures rather than individuals; figures in a landscape of semi-

abstract significances rather than simply people. There is something compulsive and nightmarish about them all and the plays they appear in; and it is no accident that Strindberg was fascinated by dreams and that he used the dream as a framework for several of his late plays. Freud observed that dreams disregard logic, and that they dealt in images rather than concepts. Dreams, he said, could not deny anything, having no visual equivalent of the word "no"; and their vocabulary lacked those linguistic instruments, like conjunctions or prepositions, by which we express subtler relations of thoughts. Now we do not know for certain whether Strindberg had read Freud or not (probably not); but he is worth paraphrasing here because his definitions offer a way into what we might collectively call Strindberg's dreamplays (e.g. *The Ghost Sonata*, the three *Dance plays* or *A Dream Play*).

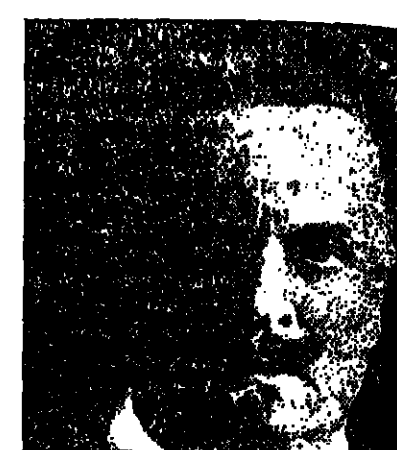
The point about them is that they are not about dreams; they are dreamlike visions of ordinary life. Strindberg steps daringly out of the confines of realism and reproduces a certain "feel" of life: its occasional sense of unreality, its oddly opaque moments, when he has a reluctant lack of logic. He is, in this sense, an ancestor of Kafka, of Ionesco, of Plaut, even of Beckett; and he points back towards Dostoevsky, an author he greatly admired. Strindberg's dreamplays express a personal apprehension of life in a dramatic language composed of deeply subjective visual images.

One of the reasons why I tend to feel uneasy reading and watching these plays is that Strindberg is making dreams do a job they are not really suited to. Dreams are amoral; but Strindberg is a moralist and his dream plays are imbued with a sense of moral scrutiny. Their images and their structure follow the private and illogical patterns of dreams; yet they are forced to present moral points which are by nature public and logical. This moral fervour would need real characters in a real human context to make them convincing; but the subjective side of Strindberg frequently abjures the ordinary rules of time, place and character.

Of course those dear old rules impose a certain discipline on a play; and another consequence of Strindberg's discarding them is his extraordinary verbosity. Mr Meyer has an expert on hand, a somewhat authoritarian figure who died after a protracted and unnecessary illness when Sylvia was nine.

As illustrations to the letters, Mrs Plath includes a number of family photographs of Sylvia at different stages of her life. Even the pictures underline the bewilderment she must have felt about her daughter. Some of the earlier photographs are the sort to be found in any happy family's album; there's one, for instance, of Sylvia and her brother Warren, giggling on the beach, holding a six-and-a-half-pound cod. Others, however, reveal a wary, strained face. As Sylvia tried on "new looks", it's hard to believe that the photographs are all of the same person.

For most of her life, Sylvia seems to have been obsessively dependent on other people's praise and terms of success. At one else did only much better and finer than the others. When she began to write, she could not cope with her father's course she could not cope with, her father home gives the first sign of an hysterical lack of proportion. Of the period of her first attempted suicide at the age of 15, she later wrote: "I remember I was terrified that I was a successful writer; no one should find me interesting or valuable." The happiest time of her life, it appears, was during the early days of her marriage with Ted Hughes; but even then his character



the stage than Strindberg's uneasy, he adds that "some great plays... are cutting and repositioning for their time" (as opposed to their literary and become apparent).

That sounds like a superb aphorism, only needs wings to fly. I personally separate stageability and literary and plays. If it has the second but not the first (like Goethe's *Faust*, Part Two) then we ought to decide that it's a play. The fact about *A Dream Play* is it is daring and interesting, with no of haunting brilliance, but it is over, and undisciplined to the point of being unusable. Hegmann's production I saw in London, here the one I go to, his cuts here you will find that it improves Strindberg's dramatic effect (which of course means that they are deficient to begin with) they are his conception, and, by depriving it of its eerie, bizarre poetry, make it thing less Strindbergian.

Having said all that, I must end by saying that Mr Meyer's editing provides a cutting and repositioning for every student of drama must be indebted to him. He is also an informative and provocative on Strindberg's literary debts, for example to Maeterlinck (though you may, as I do, disagree with one or two of his critical points). The two bulky volumes, elegantly designed, carefully planned, deserve the highest praise. I hope they will not be the last.

# The world's whipping boy

Richard Rathbone on South Africa

Honorary White. By E. R. Braithwaite. Bodley Head £2.25. 370 10357 2. The Last Bunko. By Guy Arnold. Quartet Books £5.50. 704 32099 1. Bandiet. By Hugh Lewin. Penguin 90p. 0 14 00 4172 9. A History of South and Central Asia. By Derek Wilson. Cambridge University Press £1.50. 521 20559 X. A History of Southern Africa. By G. Parker and P. Plutkaul. C. Bell £3.00. 7135 1783 2. Diplomacy of Détente. By Colin Legum. Rex Collings £1.00. 901720 37 6. Racism and Apartheid in Southern Africa. UNESCO Press £1.60. 92 3 10119 5.

The Republic of South Africa has few friends outside its well-paralled borders. Those who are left will doubtless be timing their co-terminating act in tempo with the massive changes that are the likely outcome of the end of South African domination in Angola and Mozambique. None of the books under review is sympathetic to South Africa's ruling régime—indeed hostility is a linking theme. With two exceptions, however, the authors are not South African and one of those exceptions, Colin Legum, is now more of an observer than a participant. It is not my intention to make any sort of pro-South African noises. But it is important to recognize how South Africa's recent past is exploited outside its immediate confines.

Like many political systems in the world today, that of South Africa is ruthless and unlovely. Unlike many (but not all) similarly unlovely régimes, that of South Africa is an explicit, exploitative economic system in which racial politics plays a fundamental role. Intra-racial politics—apartheid—divides the wealth of the state unequally between socio-economic groups but also between racial groups and, to a considerable extent, class and colour have become co-terminous. But while the huge disparity in wealth between rich and poor characterizes the majority of the world's political economies, the particularity of South Africa's racial motif is much

more eye-catching than less obvious forms of exploitation. In part this must be explained by the resonance with Germany under the National Socialists, and the historical experience of Europe between 1933 and 1945 colours Europe's perceptions of South Africa today.

Because of that experience the propriety of racialism, at least at the public level, was decisively denied by Allied propaganda during the Second World War and the Charter of the United Nations is clear on this point. At the private level racialism persists, as the experiences of many *gastarbeiters* in Continental Europe and blacks in the United States and Britain amply and painfully show. But at the public level most "developed" nations take a firm stand in international situations against the racial policies of South Africa. Thus they do so, in many cases, while being content to perpetuate and expand intimate economic and strategic relationships with South Africa, in both public knowledge and an instance of *realpolitik* at its most cynical.

In scale at least public manifestations of disaste for the South African régime, have tended to outdistance similar serial demonstrations against, say, Greece, under the Colonels; Chile under Pinochet; or other obvious targets of conscience. It is worth considering whether at least a percentage of this selectively routed ire grows out of a sense of more domestically rooted guilt. This in no way exonerates South Africa, for her government becomes more lovable in the light of the recognition that the whipping-boy indeed deserves a thrashing. Nor are the crimes of any state against any section of its population made more trivial by the frequency of similar criminality in other states. But the particularly sharply focused gaze upon South Africa has disconcerting elements of voyeurism in its make-up. This is not to suggest for one moment that all those who rightly deplore South Africa's official ideology and practice are utilised by its violence, but it is noteworthy that less spectacular but possibly equally inegalitarian political economies attract less attention. South Africa, serves a useful function as an international witch and one should be cautious during witch-hunting processes.

E. R. Braithwaite's astonishing visit to South Africa as an "honorary white" is remarkable — for he is a black Guyanese, it yields a passionate memoir which adds little to the debate. His facility for total verbal recall (which is a stylistic convention) of often heated conversation fails to give substance to the rather cardboard witnesses he heard: Athol Fugard's fictional drama gives far more insight into being black in South Africa. Braithwaite's autological approach leads to predictable results. Whites appear as sometimes insipid, more often defensive and sometimes racialist. Blacks tell him of their bitterness and show him some of the material causes of it which his official guides omit.

But Braithwaite is a spectator and one suspects a not very well prepared look at most. For example, he falls into the trap opened up before the Boer War by British propagandists which castigates the Afrikaner whites as somehow more racist than those whose first language is English—a common error in liberal reasoning. Moreover, the complexity of South Africa is blurred by Braithwaite and this shows clearly in his simplistic conclusion that repression will not ultimately contain what he rather coyly calls a "raging explosion".

The complexity of South Africa comes clearly out of Colin Legum's useful short work. This is, in fact, an appraisal of two of his chapters in *Africa Contemporary Record* for 1974-75. The first chapter gives a factual account of the diplomacy that led to the Lusaka Declaration of December, 1974. The second chapter looks directly at internal developments in South Africa, which are essential background to John Vorster's foreign policy. Both essays are factual rather than analytical and Legum is cannily careful not to predict. In much more passionate tone Guy Arnold covers some of the same ground as Legum but in more detail; he looks at Southern, rather than South Africa for the essential context, and the work is as up to date as it could be (having been sent to press as recently as November, 1975). Arnold, as well as being more up to date than Legum, puts his finger on the pulse of the country, he believes that the South African régime is a national witch and one should be cautious during witch-hunting processes. Like Braithwaite he sees

no alternative to struggle which he sees beginning in the 1980s.

The Unesco reader on apartheid is in fact Anti-Apartheid's study-kit on Southern Africa, omitting the Rhodesian section which is to be published separately. It is a persuasive work with useful maps and tables and a valuable bibliography. The pointed history, with which it begins is well amplified in the two textbooks by Derek Wilson, and Parker and Plutkaul. Of the two, Wilson's work is the cheaper and perhaps the more useful for it treats Africa south of the Congo forest historically, which makes more sense than the other volume's more southerly focus. Wilson repeats fewer of the heresies of African historiography than Parker and Plutkaul who have, for example, taken Greenberg's linguistic classifications far too literally.

Hugh Lewin's book is the best of this oddly assorted bunch. It is well written, humane and moving. Lewin is the son of an Anglican priest who worked in the Eastern Transvaal. Educated in South Africa he thought of the priesthood himself, influenced by a saintly father and the Community of the Resurrection in Sophiatown whose best known member was Bishop Trevor Huddleston who provides a vigorous preface to this book.

At first a member of the Liberal Party, Lewin despairingly favoured action and ultimately joined a secret organization which, inter alia, espoused sabotage as a political weapon. In 1964 along with a number of colleagues he was charged under the Sabotage Act and was sentenced to seven and a half years in jail. His book is an account of that imprisonment which deserves to rank with similar accounts by Koestler, Solzhenitsyn or C. E. Cummings. He explains clearly how his involvement began, describes his interrogation and the interminable grind of a long prison sentence. He is generous to his captors, without overlooking turning the other cheek.

Strangely enough, it is his book that puts South Africa into perspective rather than the others. Bishop Huddleston rightly reminds us that to the political prisoner, torture and violence of all sorts are familiar to anyone who can read or look at a television screen. For him, South Africa's particular crime is the denial of the equality of all God's children. For us, South Africa is less of a peculiar aberration in the world. With immense regret I can only discern its position among a host of authoritarian régimes which should engage our sensitivities as much, but do not.

## From Sivy, with love

Rosemary Hartill on Sylvia Plath



Letters Home. By Sylvia Plath. Faber £6.75. 571 10511 0.

Sylvia Plath's mother must be a bewildered woman. During the 30 years of her daughter's life, she provided her with every opportunity to make the most of her gifts, and showered her with constant love, encouragement, moral and financial support. From the time Sylvia left home to go to Smith College, Massachusetts, at 17, to her suicide in London in 1963, they exchanged hundreds of apparently frank, open, enthusiastic letters, written regularly and compulsively.

"Dearest, darling, beautiful, saintly Mother!!!" Sylvia opens one letter. Her triumphs, achievements and temporary setbacks are noted down and shared. She writes of her grades, her courses, her professors, her social life, encloses pictures of herself gaily modelling swimsuits for *Variety*, asks her mother's opinions, sends home masses of love. Almost up to the end, the tone is one of schoolgirl candour and bolsterous affection. She regularly signs off: Sivy XXXXXX. This revelation in Sylvia's semi-autobiographical novel, *The Bell Jar*, that her daughter hated her, must have felt in Mrs Plath like the end of the world.

Now, 13 years after her daughter's death, Mrs Plath has prepared these letters for publication. Though some passages have been deleted to protect people still living

Sylvia's vast correspondence still takes up some 500 pages of single type. Mrs Plath has divided the letters into sections, adding notes of her own at the head of each section and a cautious overall introduction outlining the family background. She herself came from Austrian stock; her husband was a German. Originally her professor, he was an expert on bees, a somewhat authoritarian figure who died after a protracted and unnecessary illness when Sylvia was nine.

As illustrations to the letters, Mrs Plath includes a number of family photographs of Sylvia at different stages of her life. Even the pictures underline the bewilderment she must have felt about her daughter. Some of the earlier photographs are the sort to be found in any happy family's album; there's one, for instance, of Sylvia and her brother Warren, giggling on the beach, holding a six-and-a-half-pound cod. Others, however, reveal a wary, strained face. As Sylvia tried on "new looks", it's hard to believe that the photographs are all of the same person.

For most of her life, Sylvia seems to have been obsessively dependent on other people's praise and terms of success. At one else did only much better and finer than the others. When she began to write, she could not cope with her father's course she could not cope with, her father home gives the first sign of an hysterical lack of proportion. Of the period of her first attempted suicide at the age of 15, she later wrote: "I remember I was terrified that I was a successful writer; no one should find me interesting or valuable." The happiest time of her life, it appears, was during the early days of her marriage with Ted

Hughes; but even then his character

in a freezing London flat without phone, carpets or curtains, in the dark winter for years, she got up each morning at 4 a.m. before the children were up to read poetry after poem of exquisite form and inventing power and justice. The Hell for her had found again whom she felt had failed her or whom she felt she had failed; now she could do for herself. "Stop trying to get me to feel about 'decent, courageous people'," she wrote to her mother. "The worst, the worst, the worst was the difference in me and her. I was a first, mummy of her life, she faced a thing she had hidden in the letters—fear and isolation, her nervous about father, her obsession with pain and death, her transformation from a girl to a woman, she faced the difficulty of all."

There is, no doubt, much to be learned about Sylvia Plath's life. But yet, read in collaboration with her mother, and in collaboration with her mother, she gives an insight into us, and we can see what she wanted or thought herself to be and what she was. Now of course she was a successful writer, and she could have dreamed as a teenager. In those days she could have even, have dreamed

## Understanding and obligation

Douglas Barnes

Values and Authority in Schools. Edited by D. Bridges and P. Scrimshaw. Hodder and Stoughton £2.90. 0340 16344 5. Paperback £1.65. 16345 3.

Do teachers have the right to tell their pupils what is true and false, good and bad? In this book of essays six philosophers discuss authority in education, and especially teachers' responsibility for the knowledge they teach. Teachers who wish to be responsible without being authoritarian will find here a valuable framework for considering their role, since these essays, though not unambitious, offer a range of argument. Scrimshaw's discussion of participant democracy in schools, and Bridges' analysis of the various functions of discussion are unusual and enlightening.

The contributors all see the teacher's task not as handing over ready-made knowledge but as making available to pupils the rational procedures for achieving true knowledge, which his own education has put at his disposal. Perhaps even

moral judgments are rational and open to objective demonstration. But here the writers diverge.

Pring and Bailey hold that rationality can resolve ethical differences: "What is the point, in education, of bringing about understanding... if we do not believe that some understandings are more correct than others?" Elliott, Bridges and Scrimshaw hold that moral judgments depend eventually upon value commitments that are not always to be resolved by rational means. (This unresolved difference between philosophers' schools of judgment would seem to offer empirical evidence for the latter view, though they might rule such evidence inadmissible.) In discussing the Humanities Curriculum Project's "neutral chairman", Elliott and Bailey take opposite views: should the teacher take responsibility only for guiding his pupils in the proper consideration of evidence, or is it his duty to indicate to them the "justifiable judgement" to which "open inquiry" should lead? Such issues are analysed with

exemplary clarity, so that the essential structures of authority seem to be laid bare. Yet one is left with a sense of unreality. Socratic purs his finger on it: "Talk of rights... can only occur in a social framework of moral and legal obligations not in some Kantian world of rational beings". Furthermore, as Pring says, if we discuss education in terms of power not authority, then "classroom and curriculum are battlefields. But that is what it is, so that in everyday life we have to weigh the possibilities along with the rights and wrongs."

Whether one agrees with them or not, whether one values conceptual analysis or not, these writers do come up with sharp perceptions: "To realise what is of value, is a most difficult and complex task, requiring a willingness to listen to and learn from others, to recognise the provisional nature of one's own present conclusions on the matter, and yet to accept also that such conclusions are all that the individual has... to base his actions on."

A Major Textbook in Social Science

## Introducing Society

A Basic Introduction to Sociology with Chapter Guides to Further Reading and Examples of Examination Questions

JOHN SCOTSON

This book introduces the study of human group behaviour in terms which will interest those who are new to the subject. Designed as an O level text for Sociology, it provides the essential basic knowledge of the structure and content of sociological study, and will be of value to all those who are studying the social sciences, either for an examination or as part of a General Studies course.

Some opinions:

"An extremely useful book... Mr Scotson has organized his material extremely well... there is a lucid and careful synthesis of major academic studies in sociology... There is a good choice of recommended reading and a sensible range of possible examination questions!"—Professor Gerald Bernebaum, University of Leicester.

"Scotson's work is undoubtedly the best Sociology O level text book available today."—Stephen Moore, Head of Sociology Department, Sir Frederic Osborn School, Welwyn Garden City.

"For some time teachers of sociology at O level have lacked a definitive textbook... Scotson has done well. The text is lively... examples and references have been ably selected."—Tom Forrester, New Society.

Imp 95p non-net. Paper £1.20. cloth £2.40

Teachers are invited to write for inspection copies to Broadway House, Newton Road, Henley-on-Thames, Oxon. RG9 1BN

Routledge & Kegan Paul









Left: Albert Einstein by Karsh; "Child with a dove" by Picasso—both from a slide pack entitled "Moments of truth". Right: A Jewish wedding from "Weddings".



## Unavoidable experience

by Nick Thomas

**Occasions.** By Richard Mills. Four theme books: Births, Weddings, Funerals, Moments of Truth 50p each. Students study guide 50p. Four sets of six slides to accompany the theme books £1.35 each. Longmans, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

In line with current thinking, the Occasions series puts firm inverted commas around "English" as a school subject. Literature here is only the primary focus rather than the sole concern: it is seen as one of the many means available to "focus on areas of real unavoidable experience, and to give you the opportunity to explore your own world, partly through the reflections of other writers". Pupils using the set are encouraged to go to other disciplines—history, geography, art—to enrich the literary perception which is the starting point.

The pamphlets are geared to the new role of folders of work in classrooms and exams. But their usefulness is not limited to schools where the exam board accepts folders of work; the study guide is a thorough and enthusiastic primer on the armoury of open-ended study. In a compact form it gives basic information on literary techniques, surveys and the use of statistics, composition and the use of typed and film. It shows the detailed application of these techniques to the four topic pamphlets, and to pupils' group or individual work.

Each topic pamphlet treats an area of experience which is likely to have direct relevance to its readers. The short passages of prose, poetry and drama are drawn from a variety of styles and cultures. There is a strong emphasis on non-English experiences of these major human events which in a sense replaces the more traditional emphasis on historical breadth. Almost everything here is from the nineteenth or twentieth centuries.

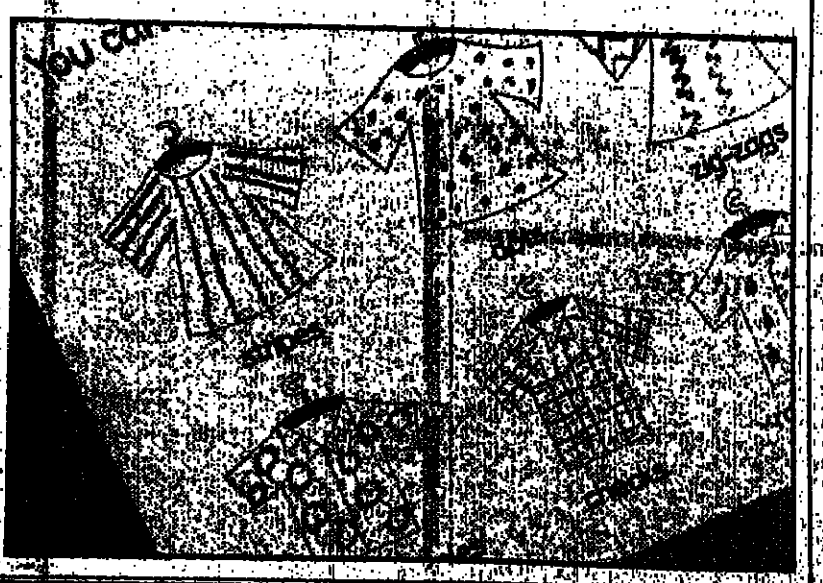
The material from other cultures could have been more adventurous. The only description of African life is taken from a white rather than an African writer. Extraordinarily, there is nothing from the West Indies and not much from Asia. Four extracts from the great Russian writers are included, presumably because Mr Mills feels it important for pupils to understand the culture of pre-revolutionary Russia.

The literary selections reflect the "new traditionalist" view of what is suitable material: Orwell, Delaney, Bracht, Albee and so on. There is also a passage from *The Good Women of Secchi*. Perhaps the finest and most moving in the set. But one feels there may be many pupils in English classes who never want to hear the name Orwell again. This new orthodoxy is most depressing in relation to the poetry, as usual, the Movement and post-Movement writers sweep the board—Hughes, Larkin, St. John, Heaney and Causley.

## Eye for detail

**Abbott's Draw It Yourself** book, which is intended to encourage observation, provides children with outlines and invites them to finish the drawings. Outlines of faces, for example, need the features filled in to express character or activity. Thus the outline with hair standing out and the caption "Angry" might get jagged teeth and eyebrows and crossed eyes. Other drawings show

children without arms and hands, which the artist has to fill in or a little girl with arms outstretched who clearly lacks a skipping rope. The Draw It Yourself book costs 85p including VAT, plus 24p for postage and packing. Paul and Marjorie Abbott Toys Ltd, Phrascles, PO Box 22, Harlow, Essex, CM15 5AY.



## Facts for work and unemployment

The National Council of Social Service have revised and reissued their 'Youth Unemployment' Pack which has information for school leavers on benefits, national insurance, training, further education, the community schemes and voluntary work. The NCSS say that "although the inclusion of the word 'unemployment' in the title of the pack may sound unattractive, in fact it is full of useful information for young people before they leave school, whether or not they face unemployment". The pack costs 60p, including postage and packing, from the NCSS, 26 Bedford Square, London WC1E 8HU.

## Documentary index

A revised edition of the National Children's Bureau's *Index of Documentary* about Children is now available. It contains details of more than 700 films on subjects such as child development, education, mental and physical handicaps, behaviour, health, adoption, and residential care. The index is compiled by the bureau's information service. It is available from Book Sales, National Children's Bureau, 1 Watney Street, London WC1V 9QE.

## Value judgments

by Nicci Crowther

**Wealth and Poverty.** Filmstrip with tape or cassette. EAV Ltd, Butterley Street, Leeds LS10 1AX. £7.30.

*Wealth and Poverty* is a sound filmstrip set designed to provoke thought. "to engender class discussion". The text tries to find adequate definitions for the extremes of wealth and poverty, and introduces pupils to pieces of information such as five per cent of the population own 95 per cent of the wealth.

Food, clothing, education, housing, travel and entertainment are seen as factors which might lead to a definition of wealth or poverty, but the narrative seems to encourage the view that the difference between wealth and poverty lies in the number of available options.

Wealth and poverty in other eras and countries are briefly examined for comparison. Glimpses of the nineteenth century Britain seem to show that things are better now but then it is implied that definitions of poverty are very much related to current expectations. A well-chosen visual sequence of advertisements at this point introduces the important idea that our expectations are manipulated by the media. Throughout the narrative, however, the idea that wealth and poverty are closely related to desirable material possessions predominates. Alternative attitudes of mind are barely mentioned.

Some interesting questions are asked in the study questions from the accompanying teachers' notes. "Are there disadvantages to having wealth?" takes up a point made at the end of the recorded text, that wealthy people may also be restricted in their choices. "Do the poor invent poverty?" may lead to an interesting examination of how the social order is maintained. This set is accompanied by a spiral-bound of five "Questions for discussion" of variable usefulness.

Where is all this talk of wealth and poverty supposed to lead? The introduction to the teachers' notes sees the purpose of the discussion as involving pupils in questioning who they are (and where they would place themselves on such a continuum). Thus wealth and poverty are seen only in terms of individuals, not particularly as the manifestation of social inequalities. This also appears to be somewhat inevitable and unchangeable; the opening sentences of the text imply that only the extremes need special justification.

At no point is any attempt made to examine why wealth and poverty exist, nor, apart from the suggestion that they may be relative concepts, is it suggested that in some cases wealth is created out of the exploitation of poverty. With the reinforcement of the photographs which present scenes of poverty in black-and-white and scenes of wealth in full colour, the only conclusion that many pupils may be able to draw is the simple idea that it is good to be rich and bad to be poor.

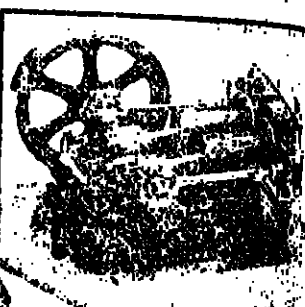
The whole purpose of the sound filmstrip set is to ask questions, and *Wealth and Poverty* certainly does this; but many vital questions about social differentiations remain unasked.

## Model engine

Stuart Turner Limited has developed a new twin cylinder model steam engine "for general educational purposes". The Score horizontal model is a kit of castings and material to build the engine only. This is about £17.50. Extras to produce a finished, working model include pipework, draughtcocks, turbine boiler, and bring the total cost to around £40. All castings are machined so that the model can be finished with hand tools.

Stuart Turner also run a model engineering club, SIMEC, which is a bi-monthly newsletter, excursions and meetings. Stages an annual exhibition at Stuart Turner, Henley on Thames. The dual membership costs £35.00 for a year and £10.00 for a month's costs £7.50.

Information from Stuart Turner Ltd, Market Place, Henley on Thames, Oxfordshire.



## Simple lapidary

*Simple Lapidary* is the third in a series of three leaflets from the British Lapidary Society. The leaflet gives information on the various types of stones used in lapidary, and the techniques for cutting and polishing them. It is a useful guide for anyone interested in the hobby.

Simple Lapidary is available from the British Lapidary Society, 111 St. James Street, London SW1A 1AA. £1.00.

Both Whipnade and London offer various educational projects. Whipnade for secondary schools and London Zoo for primary schools.

Whipnade is a project for secondary schools, and London Zoo is a project for primary schools. Both offer a variety of educational activities and resources.

Annual Whipnade's topic "Animal Welfare and Protection" is a project for secondary schools. It involves a study of the various issues surrounding animal welfare, and the practical application of these issues in the classroom.

Illustrated talks for seven-year-olds are given at London Zoo. The talks are given by experts in the field, and are designed to be both educational and entertaining.

Sessions at both are free. Whipnade is a project for secondary schools, and London Zoo is a project for primary schools. Both offer a variety of educational activities and resources.

Bookings forms from the Whipnade Department, Zoological Society of London, Regent's Park, London NW1 4RY.

## Tidy environment

by Nicola Baboneau

**Litter—An Environmental Project.** The Keep Britain Tidy Group, Bostel House, 37 West Street, Brighton BN1 2RE. £8 plus 80p postage.

The Keep Britain Tidy Group have produced a learning kit, *Litter—An Environmental Project*, which is designed to increase children's awareness of litter and their sense of responsibility to the environment.

Issues such as environmental quality, planning, pollution and waste are presented as part of the group's new, more comprehensive educational policy. During 1973 the leaflet from the group, *Litter—An Environmental Project*, was produced. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

The leaflet is a 36-page leaflet, which is designed to be used in schools throughout Great Britain. It is a 36-page leaflet, which is designed to be used in schools throughout Great Britain.

at the excess packaging on many products and at methods of refuse collection and disposal.

Finally, we are led to consider potential dangers to animal, plant and human life. The wallcharts on "Street Cleaning 1840-1940" and "Refuse Collection 1870-1970" provide useful background information which is not readily available in reference books for children of this age. There is also a wallchart which explains the principles of reusing and recycling materials.

The work cards combine short items of information with questions and assignments, some purely factual and some intended to stimulate the imagination or lead to further research. They are well designed and suggest practical and creative activities in subject areas such as mathematics, science, history, art, drama and craft. There are 38 cards for general use and 20 cards for less able children.

Activities are related and children can work together on the same tasks at their own levels of comprehension and ability. They select from options such as making recycled paper, studying their local environment and inventing strip costumes. Maths and science assignments include work on volume, weight and sets as well as simple experiments—requiring careful recording and the display of results.

The cards are largely self-explanatory so that children can work in groups or individually independent of the teacher. The work cards around the theme "Litter Surveys" require the children to collect litter from around the school, sort it and record their results. Though the children wear polythene gloves some teachers will have reservations about these activities. If the learning materials of this project are used widely in schools, in the long run our environment could be greatly improved.



Top: from a workcard, "On the beach". Above: "the litterbug".

## Photo start

by R. A. Smith

**Classroom Projects Using Photography.** Part 1 for infant and junior school. Part 2 for secondary level. Kodak Ltd, Distributed by Patrick Stephens Ltd, Bar Hill, Cambridge, £4.50 each, or £4.81, including postage and packing.

Part one of Kodak's latest educational series offers approximately 40 projects, covering language, art, reading and verbal skills, social studies, safety and memory skills using photography as an educational tool. Part two lists 34, under headings such as English, social education, mathematics, science, geography, art, music, home economics and social behaviour.

The projects are set out under four headings: what can be achieved; the materials required; how the work is carried out and evaluation. Opposite each project page photographs taken by pupils are displayed. These are usually produced in the form of a colour print. There are 78 such prints and four monochrome photographs in part one, while part two contains 16 monochrome prints and 77 colour prints, including other formats than print.

Although the photographs are not entirely necessary in such a publication and must have increased costs, they probably improve the booklets and may encourage pupils to produce similar results with the same modest equipment. British schools may not be able to undertake such a high proportion of colour pictures, although, now that machine-colour printing is beginning to supersede the old black and white processing line, the price gap between colour and black and white prints is closing fast.

Both parts of the publication include a 35-page section of "tools and tips" for photography which comes at the end with its own list of contents, almost as an afterthought. However, this is a very valuable section which almost amounts to a mini photography course.

Although Kodak do not suggest that this section be used in this way, the astute teacher will readily see that at least another 15 useful and interesting projects can be adapted from part one, "basic photography tips", and a further four or five projects from part two, "creative visual display". Although parts three and four are really teacher oriented, dealing with planning, evaluation and case reports, another project could be made from the evaluation information given.

The fund-raising advice is rather surprising: suggestions include inviting the head to make a donation to the photography project, kitting out his/her revolving fund and a Dunning-type pro-forma for inviting parents and other interested parties to help set up the classroom projects. Kodak publish a special leaflet which gives more detailed information about the new publications. It explains that as the books were written for a North American audience, British readers may notice some unfamiliar expressions.

There is a need for such books and these Kodak publications are very useful. Everything is set out clearly and concisely and the books offer tremendous scope for the classroom teacher, whether newly qualified or experienced. It is a pity that the books were not produced with a spiral binding or, better still, as a series of single cards. They could then be used as individual work sheets by top juniors and secondary pupils. If the projects were numbered it would make reference easier. The books are not cheap and buying both parts means you pay for the section on tools and tips twice. Perhaps Kodak will produce a composite edition to save costs. Despite these criticisms, however, both parts are highly recommended.

## Costumes and dinosaurs

by Frances Farrer

**English Costume: Anglo-Saxon to Edwardian.** An introduction to Dinosaurs and Prehistoric Animals. Polios containing 12 slides and teacher's notes, £2.40 each. The Slide Centre Ltd, 143 Chatham Road, London SW11 6SR.

**English Costume: Anglo-Saxon to Edwardian.** A concise little set of attractive slides with brief but informative teachers' notes. Curiously the costumes of courtiers or rich people are shown in the foreground in colour, while those of contemporary peasants and workers are in the background as small line drawings. There is often one slide a century, an unthinkable gap now but, as the introductory notes say, "fashions changed very slowly... styles overlapped, and older generations would keep to the costume of their youth, and the young adopted the new".

Restrictions imposed by clothing, especially on women, are remarked upon. Late medieval ladies' high headdresses had to be balanced by weights on the forehead and their long skirts carried over the arm. The Elizabethan cartwheel ruff, according to the notes, was so large that the wearer had to use extra long spoons to eat.

Ten dinosaurs and two pterodactyls of the Mesozoic era are the subject of *An Introduction to Dinosaurs and Prehistoric Animals*. These are attractively and clearly drawn in their natural environments in some detail. The notes are simple and factual, although sometimes rather confusingly punctuated, and necessarily contain quite unimaginable information such as that the stegosaurus lived 190 million years ago or that the brachiosaurus' head was 42 feet from the ground.

Both the set on costume and that on prehistoric beasts could be used in various contexts with different age groups. The notes on costumes are particularly inspiring.

**Iron Age farm.** The Butter Ancient Farm Project is "an attempt to check archaeological theory about the Iron Age by reconstructing and running a farm as it is thought to have been about 300 BC". Excavations have produced material evidence which, with some theory, is the basis on which the Butter Project have begun to build a farmstead. Two thatched round houses have been completed and fields have been made and ploughed with a "prehistoric ard". Some livestock is being kept.

Pictorial Arts Educational Trust have now published a pack of ten black and white photographs 38cm x 51cm (15in x 20in) showing the results of the first three years' work. Peter Reynolds, the project director, considers that "the results of this project... will be fundamental to our understanding and interpretation of the Iron Age as a particular and prehistoric in general". The charts cost £1.35, including VAT, and are obtainable, post free, from Pictorial Arts Educational Trust, 27 Kirchen Road, West Ealing, London W13 0UD.

## A-V merger

Two audio-visual newsletters, *Screen Digest* and *Insight-CTV Report*, have merged to produce *Screen Digest with CTV Report*, edited by David Fisher. The new publication will combine information on audio-visual, screen and video topics. "Screen Digest with CTV Report" is monthly, and costs £32 a year. Information about subscriptions can be obtained from Miss R. Kirkaldie, EBAV (UK) Ltd, 37 New Bond Street, London W1Y 9HB.

English Costume: Anglo-Saxon to Edwardian. An introduction to Dinosaurs and Prehistoric Animals. Polios containing 12 slides and teacher's notes, £2.40 each. The Slide Centre Ltd, 143 Chatham Road, London SW11 6SR.

English Costume: Anglo-Saxon to Edwardian. A concise little set of attractive slides with brief but informative teachers' notes. Curiously the costumes of courtiers or rich people are shown in the foreground in colour, while those of contemporary peasants and workers are in the background as small line drawings. There is often one slide a century, an unthinkable gap now but, as the introductory notes say, "fashions changed very slowly... styles overlapped, and older generations would keep to the costume of their youth, and the young adopted the new".

Restrictions imposed by clothing, especially on women, are remarked upon. Late medieval ladies' high headdresses had to be balanced by weights on the forehead and their long skirts carried over the arm. The Elizabethan cartwheel ruff, according to the notes, was so large that the wearer had to use extra long spoons to eat.

Ten dinosaurs and two pterodactyls of the Mesozoic era are the subject of *An Introduction to Dinosaurs and Prehistoric Animals*. These are attractively and clearly drawn in their natural environments in some detail. The notes are simple and factual, although sometimes rather confusingly punctuated, and necessarily contain quite unimaginable information such as that the stegosaurus lived 190 million years ago or that the brachiosaurus' head was 42 feet from the ground.

Both the set on costume and that on prehistoric beasts could be used in various contexts with different age groups. The notes on costumes are particularly inspiring.

**Iron Age farm.** The Butter Ancient Farm Project is "an attempt to check archaeological theory about the Iron Age by reconstructing and running a farm as it is thought to have been about 300 BC". Excavations have produced material evidence which, with some theory, is the basis on which the Butter Project have begun to build a farmstead. Two thatched round houses have been completed and fields have been made and ploughed with a "prehistoric ard". Some livestock is being kept.

Pictorial Arts Educational Trust have now published a pack of ten black and white photographs 38cm x 51cm (15in x 20in) showing the results of the first three years' work. Peter Reynolds, the project director, considers that "the results of this project... will be fundamental to our understanding and interpretation of the Iron Age as a particular and prehistoric in general". The charts cost £1.35, including VAT, and are obtainable, post free, from Pictorial Arts Educational Trust, 27 Kirchen Road, West Ealing, London W13 0UD.

## A-V merger

Two audio-visual newsletters, *Screen Digest* and *Insight-CTV Report*, have merged to produce *Screen Digest with CTV Report*, edited by David Fisher. The new publication will combine information on audio-visual, screen and video topics. "Screen Digest with CTV Report" is monthly, and costs £32 a year. Information about subscriptions can be obtained from Miss R. Kirkaldie, EBAV (UK) Ltd, 37 New Bond Street, London W1Y 9HB.

English Costume: Anglo-Saxon to Edwardian. An introduction to Dinosaurs and Prehistoric Animals. Polios containing 12 slides and teacher's notes, £2.40 each. The Slide Centre Ltd, 143 Chatham Road, London SW11 6SR.

English Costume: Anglo-Saxon to Edwardian. A concise little set of attractive slides with brief but informative teachers' notes. Curiously the costumes of courtiers or rich people are shown in the foreground in colour, while those of contemporary peasants and workers are in the background as small line drawings. There is often one slide a century, an unthinkable gap now but, as the introductory notes say, "fashions changed very slowly... styles overlapped, and older generations would keep to the costume of their youth, and the young adopted the new".

Restrictions imposed by clothing, especially on women, are remarked upon. Late medieval ladies' high headdresses had to be balanced by weights on the forehead and their long skirts carried over the arm. The Elizabethan cartwheel ruff, according to the notes, was so large that the wearer had to use extra long spoons to eat.

Ten dinosaurs and two pterodactyls of the Mesozoic era are the subject of *An Introduction to Dinosaurs and Prehistoric Animals*. These are attractively and clearly drawn in their natural environments in some detail. The notes are simple and factual, although sometimes rather confusingly punctuated, and necessarily contain quite unimaginable information such as that the stegosaurus lived 190 million years ago or that the brachiosaurus' head was 42 feet from the ground.







**If possible.**  
Application form and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Thunderscliffe House, Market Road, Chelmsford, Essex, S.S. 1 6LH.



**HUNTERSIDE**  
EDUCATION DISTRICT

Application, by letter, for franchise upon a lot of the city, 14 lots and the whole of one lot, was sent to the Board of Health June 20th, 1894, 1894.

**RENT**  
CITY OF CHICAGO  
EDUCATION DEPARTMENT

And although we located a few more apartments for the students, we were unable to find more. So, the students and any other residents staying in the shelter will have to find the full amount themselves and are responsible for the cost.

Students who are successful in obtaining a place to live will be asked to sign a statement, which will be turned in to the Division of Public Health.

SHIRLEY DIVISION  
DOUGLAS—ST. JOHN  
OF THE LUTHERAN CHURCH  
SCHOOL  
Lutheran Class 11 AM  
for September, 1975  
payline and recently was  
ability to other religious

addition, all envelopes for

[illegible]

Teacher at the school  
 No. 100  
 KINGSWOOD COUNTY  
 SCHOOL  
 Gay or Drive, Kingswood  
 Va. near Washington  
 11 A.M. for lower  
 number 1970, in the  
 second Semester 1970  
 suitable for training  
 interest in Drama  
 play phone in advance  
 TOWNHIDE WELLS  
 HAWKINS G.E. PR  
 SCHOOL.

DYWIDAG-ROBINSON COUNTY  
 JUNIOR SCHOOL  
 New Hall Place, Dywida  
 Waverley, March 1961  
 (1960) Roll in  
 Elementary Junior 1  
 named for September  
 state experience, 2nd  
 and year group profes  
 Scale 1 Point

**KINGSTON** upon T  
(Hva) Borough of  
AT. PAUL & C. of E.  
9-11-11.  
(Voluntary Aided)  
Princes Road, Kingston  
Hampshire, RG2 9AZ  
2220 boys and girls.  
Founded in 1816 and  
reconstituted, TEACHING  
BAPTISTS and FRI-  
end of Music an edu-  
cation should be con-  
tinued.

Assistance may be  
commercial enterprise.  
Application forms at  
the Client Education  
worth lower. Surin  
E16 211, in the  
Henderson at the  
63, 205/110.

**KIRKLEES**  
ALTERNATIVE TO  
HISTORICAL JOURNAL AN  
INFANTS' SCHOOL.  
Council Long, Bristol,  
DEC  
Informed for 2000/01  
to 2000/01.

**Wanted**  
School  
Required for September  
performed INFANT T  
Scrub 1 post with ver  
city of Fry and also  
**ROBINSTOWN INDIAN**  
School Principal Robert  
Livingston VT 15 76/1  
Required for September  
**FANT TEACHER**

Application from the  
Educational Services, O  
2 Oakdale, Middlesex  
to whom they should  
at 6000 St. Paul  
addressed envelope.

**LEICESTERS**  
**COSBY COUNTY**  
**SCHOOL**

Required. Some  
Fourth Year. Junior  
Specialist subjects.

FAST COURSE  
PHOONFIELD 14  
1  
Section.  
Off Phonograph  
Fast Phonograph.

THE LINDEN SCHOOL  
Mount Vernon, N.Y.  
Scale 1  
Every member of the  
United Brotherhood  
of Boys (U.B.O.B.)  
ALL SAINTS C.E. SCHOOL

Required System  
to the  
school system  
school officials  
titled Mr. A.  
Only the  
name and address  
given to the  
whose further details  
explained. (State)

[illegible]































**CROYDON**  
Croydon Borough of  
EDUCATION COMMITTEE.

[illegible][illegible]

**HEREFORD AND WORCESTER COUNTY COUNCIL.**  
**EDUCATION DEPARTMENT.**  
**MR. H. H. BRIDLE, MOOR HOUSE, SEACOTE.**  
Herford Moor Road, Redditch,  
Worcestershire, B97 6QY.  
415-114. **Mixed Comprehensive**  
**School of Arts and Crafts**  
National of course AGU member, 19  
1964. **Head of HUMANITIES** (seats  
leading to the 1964) after the  
National Religious Education, La  
Classical Studies, Social Studies  
and the Arts. **Head of the**  
**There are well established and a**  
**costless courses up in a lot**  
**of the** **whole ability range will be a**  
**strong recommendation.**  
**There are** **and** **enquiries**  
**can be obtained from the**

**HOUNSLOW**  
(London Borough of)  
**EDUCATION COMMITTEE**  
Education Office, The Civic Centre  
Lampson Road, Hounslow,  
Middlesex TW3 4DN  
**MEMBERSHIP SCHEME FOR CHILDREN**  
CHILDREN AGED 5-16 YEARS  
MEMBERSHIP Mrs H. Smyth, H.A.  
Hounslow in September 1976.  
**HEAD OF HUMANITIES, Scale 4**  
The department comprises a

**Heads of Department****Heads of Department**

May, 1976.

Letters of application should be sent as soon as possible to the Education Committee of the school in which you wish to be considered for a London Allowance, £267 per year.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or relocation expenses.

**KENT  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
MAIDSTONE DIVISION**

**SCHOOL**  
Malabar.  
The school is to take charge of 100  
leaving Lower School HUMANITIES  
course, reading, and writing, and  
this will with promotion points  
This 11th school year of education  
opened in 1974 with first year  
and is fully comprehensive in  
the sciences. Some 1200 students  
to 18 schools. Examination  
are planned for the year  
increased by expansion.  
Wrote to Headquarters, Mrs. F.  
Thibault, for information  
and information from  
Newcastle upon Tyne

**NEWCASTLE UPON TYNE**  
(City of)  
**EDUCATION COMMITTEE**  
**NEWCASTLE UPON TYNE**  
Acquired for September, 1976

He is expected to co-ordinate the work of a number of departments in certain areas of integration. Experience of Mixed Ability and Individualised Education Systems, and national qualifications in both Geography and History would be an advantage.

Application forms, obtainable from the Director of Education, Civil Control, Newcastle upon Tyne, will be accepted until 15th November. The Headmaster, Blaydon St. Pearly Road, Newcastle upon Tyne NE5 8TS.

**NOTTINGHAMSHIRE**

**EDUCATION DEPARTMENT**  
Applications are invited from  
ably qualified TEACHERS to  
following posts:

**1. COMPREHENSIVE  
SCHOOL**  
Denehead Crescent, Birtou  
Northampton NN8 5DU  
Mixed, 100-120, 151  
Headmaster, D. J. Dowell,  
For Birtou  
TEACHER (Grade 4) as NEA  
HUMANITIES.  
Applications (no forms)  
Headmaster as soon as possi

**BISHOPSHIRE  
EDUCATION COMMITTEE**  
LOCAL DIRECTION MODERN

Church Boro, Shropshire  
HEAD OF HUMANITIES COM  
HISTORY / GEOGRAPHY P  
ments in development until  
being comprehensive 1977.  
2 available  
Further details from 'Head'  
pod addressed develop.







## Contents

|                                                                                                                          |           |
|--------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Needlework: aiming towards a career</b>                                                                               | <b>50</b> |
| <hr/>                                                                                                                    |           |
| <b>Science and home economics: Chelsea College courses and projects</b>                                                  | <b>51</b> |
| <hr/>                                                                                                                    |           |
| <b>The ILEA Aquarian Housecraft Scheme: principles, theory and practice described for publication for the first time</b> | <b>52</b> |
| <hr/>                                                                                                                    |           |
| <b>Preventive dentistry in school and community</b>                                                                      | <b>53</b> |
| <hr/>                                                                                                                    |           |
| <b>The Hillingdon Venture: a dental education scheme well under way</b>                                                  | <b>54</b> |
| <hr/>                                                                                                                    |           |
| <b>Surrey University degree course in home economics: entry requirements</b>                                             | <b>55</b> |
| <hr/>                                                                                                                    |           |
| <b>Teaching HE in a special school</b>                                                                                   | <b>56</b> |
| <hr/>                                                                                                                    |           |
| <b>IEHE Congress in Ottawa</b>                                                                                           | <b>56</b> |



# Whose responsibility is it?

**By Thelma Tabel, editor of 'Consumer Education' and consumer education officer of the British Standards Institution**

There are, however, obvious drawbacks to consumer education being included in home economics, most notably the fact that home economics is woman-dominated. It is a female-dominated subject, with females (mostly), and men are just as much, if not more, in need of some training in consumer critical analysis. Moreover, many male students who girls only have a nibble at the subject in their first three years of secondary school; they are forced to drop it in favour of more academic courses. Perhaps this situation will change as a result of the increasing number of males in home economics and the varied and interesting career opportunities open to students combined with a common examination system.

A home economics-dominated curriculum is a

*continued on page 50*

continued on page 50

Consumer education is not a well-defined subject which can be neatly slotted into the curriculum. Nor is it one which teachers are taught to teach. These two factors stand at the root of the perennial question—whose responsibility is it?

Firstly it is essential to restate what is meant by consumer education. It is now recognized that consumer education is not an "emphasis"—a practical dimension of other subjects—rather than a subject in its own right. Consumer education can be defined as the acquisition of information and acquiring lists of facts. A fact finding exercise would be useless as the information needed for this will probably be obsolete tomorrow.

Consumer education is more a learning process: it is about the acquisition of skills, not of facts. The skill of intelligent consumerism, the development of skills of inquiry, discrimination, and critical evaluation in an attempt to equip pupils to function as responsible consumers and citizens.

It is not difficult to see that expressed in this way, consumer education becomes the property and the responsibility of all teachers in all disciplines. The philosophy of consumer education is the development of critical analysis and of a philosophy. This is surely the philosophy of all education. This is, in fact, exactly what we ought to be doing, but whether we want for it is doubtful.

Consumer education is not a subject added into the curriculum. Consumer educators would say that teachers and parents are to be aware of consumer thinking in all consumer thinking to introduce it into all other disciplines at the appropriate moment.

The case for an inter-disciplinary consumer education is obvious. It is difficult to see how, however, raising the status of consumer education, raising recognition, transmission, possible recognition, relying on ad-hoc consumer based lessons rather than a structured approach. Overcoming these difficulties will require co-operation between staff which requires

time. There must be time to develop consumer programmes, assemblies and assess resources, exchange information and ideas, keep up to date with an ever and fast changing consumer scene; and time for more staff meetings. The United States has already provided an answer.

Hire a full-time coordinator who will initiate and generally nurture your consumer education programme. Slightly behind our American colleagues, we have had to make the impoverished things of the school system tackle the problem?

Some home economists answer (and avoid) the issue by claiming that consumer education falls in their province. Many of these workers have been teaching for years. True enough, home economics now is very different from the domestic science of yesterday. Studying home economics with its care of the properties, use, and facts of textiles, principles of nutrition, is a very far cry from the fragile arts and embroidery of the old days. The domestic science to which I was subjected.

Moreover the nature of home economics lessons enables teachers to establish more easily the friendly rapport with their pupils. Teacher/pupil barriers are broken down, more readily in the familiar and usually attractive surroundings, where teachers can take pupils to areas and subjects the emphasis is not so much on the recall of facts but on the development of sound habits of work and individual skills. Consumer education encourages staff/pupil relationships, encourages teaching and learning to go hand in hand, encourages students to be frank and express views confidently; a climate eminently suitable for the budding consumer educator. The emphasis in consumer education teacher and student, find out together, exchange information, recall personal consumer experiences, analyse the findings and research, work together in acting on ideas, rather than instructor.

**Home Economics =  
Forbes Publications**

range of journals in the home economics study area, by  
regarding a successful annual Convention and Ex-

Consumer  
This co  
poli

Issue  
which

We publish the leading  
as well as the

Among our publications  
Home Economics  
The on-line content portal  
for the busy professional  
economist. Each month, a home  
page provides a wealth of  
commentaries in education and  
science. £10.50 p.a. - special  
student discounts available.

Nutrition & Food Science  
The authoritative journal  
expands nutrition to sports  
and leisure, and new  
development in this complex  
field, relating it to the  
needs of the sector involved in  
college life. An indispensable  
source of information for  
successfuly researching nutrition.  
Subscription £20 p.a. - special  
student rates available.

You are invited to send for complimentary inspection copies of these journals or  
any of our other publications.

Home Economics ☐ Nutrition & Food Science ☐ Consumer Behaviour  
Dietetics & Nutrition ☐ Please send me details of your other publications ☐

Name \_\_\_\_\_  
School/College \_\_\_\_\_  
Please Postmaster: I have these Journals  
London W7A 5EH

**fp**

**FOR**

CONTINUED ON PAGE 51



## Come Clean

ALAN HOLT and JANE RANDELL

A short, illustrated book setting out the basic requirements for personal hygiene in a factual and straightforward way, suitable for schoolchildren between the ages of 11 and 16. '...an informative, informal booklet about personal hygiene, with drawings on every page...the propaganda is well-chosen and many of the cartoons are amusing...The best section is the one dealing with 'foot problems'. The lay-out is neat, clear, accurate and relevant.'

*The Health Education Journal*  
£0.55

Forthcoming

## The Two of Us

ALAN HOLT and JANE RANDELL

A simple, colourful book on personal relations for pupils in secondary schools. In straightforward language and without moralising, the authors talk about many different aspects of love, from choosing friends to sexual relationships and the changes that come with maturity. The book raises questions and stimulates discussion through a lively presentation of photographs, cartoons, captions and quotations.

Available mid 1976 £0.55

## The Baby

SHEILA MASON

'This practical and attractive book is liberally illustrated with excellent photographs...and clear and helpful line drawings...The book is a manual for guidance and counselling sessions and for classes whose Home Economics course includes 'Care of Babies and Toddlers'... Pupils will be interested, involved and eager to discuss... Remedial classes will be able to produce enjoyable and instructive projects without overstraining their hard-won reading and writing abilities.'

*The Times Educational Supplement*  
£0.80

Forthcoming

## Starting a Home

SHEILA MASON

Advice and information for young people faced with the problem of finding somewhere to live. Sheila Mason describes in simple terms the different kinds of accommodation available in Britain, and how to find it. She sets out the rights of landlord and tenant, gives warning of possible snags, and lists places to go for information. Each section concludes with work suggestions, and the book is fully illustrated with photographs and drawings.

Available mid 1976 £1.00

Juspeccat, copies for teachers from

CAMBRIDGE UNIVERSITY PRESS

P.O. Box 92, London NW1 2DB

# With an aim in view

Might our teaching of needlework gain in quality and effect by aiming more towards future employment, writes Helen Stanley

At one time manual and professional skills were perpetuated by sons practising early their fathers' skills, and similarly daughters those of their mothers. Pride was taken in achieving proficiency. This way of learning a skill had limitations, but left no doubt in the learner's mind as to the purpose of his training. Might our teaching of needlework gain in quality and effect by aiming more towards its possible usefulness in future employment?

Much excellent work is being done in the primary years from five to 13, which includes middle schools. Primary school children need to develop manipulative skills by learning to use basic stitches with fabrics of different texture, weave and fibre. They learn to appreciate the handling qualities of fabrics, the way they can be changed by simple fabric printing and dyeing, and to apply this knowledge usefully in the composition of collages and the making of toys. In this process, and by the appropriate use of books, a useful vocabulary, technical and aesthetic, is established and gives children the means to interpret instructions and diagrams. This foundation is important for upon it is laid all future development in the course work of secondary and further education.

The transition is gradual, starting with the cutting and making of dolls' clothes and simple garments without sleeves and collars. Patterns can be made by an easy method of direct modelling on doll or child. This will encourage an awareness of the basic anatomical structure of the body and train the eye to see it in a three-dimensional way, as a sculptor does. The experience will be invaluable later, should the school leaver wish to develop her skill professionally.

These studies are developed in secondary education courses. Knitted fabrics, and a variety of applied crafts are being added to textile studies. Dress as a subject is introduced. A level, O level and CSE dress courses are excellent and relevant to the industrial approach, and in some areas overlap with City and Guilds courses. In many technical colleges 'top offerings'.

What kind of career can be offered by the fashion and clothing industry? Working conditions have changed dramatically since the mid-fifties, when public interest was aroused and carried abroad by Mary Quant. Clothing companies, encouraged by the new trend,



Students at work in the College of Fashion and Clothing Technology.

moved toward greater efficiency in production and labour use.

More specialized machinery was installed in light and pleasant workrooms. Personnel with knowledge of management and production methods, marketing and business skills were in demand. The clothing product itself, with its component parts of cloth, designer, cutter and maker, was examined and the importance of skilled experts recognised. These demands are, and will be, met by the industry, and so, still the demands of today.

Colleges have established courses at all levels. There are two and three-year certificate and diploma courses in technical colleges, mainly on cutting, manufacture and designing, and high level management courses. They lead to a variety of City and Guilds examinations at all levels. New courses and awards, the TEC (Technical Education Council) will replace some City and Guilds examinations. The management courses also prepare students for the examinations of the Clothing Institute leading to the Associateship of the

Clothing Institute (ACI). Some polytechnics and colleges of offer three or four-year BA honours degree and college diploma courses in printed and woven textiles, embroidery, knitwear and fashion. The last allows for specialization in women's wear and children's wear. Courses vary in their approach and emphasis. Creative design is valued high, but preparation for a professional career in industry is likewise aimed at, often with periods spent working in the industry. Two colleges have a three-year Higher National Diploma course in business studies with fashion. Details of the courses and academic requirements for entry are best obtained from individual colleges.

Career prospects in the clothing and fashion industry range widely, from sample machinist or dressmaker, pattern cutter and designer, supervisor and manager to business owner and public relations officer of a large textile company.

Helen Stanley is senior lecturer in fashion at the London College of Fashion.

continued from page 49

consumer course ignores the value which different disciplines can contribute. It ignores the differing emphases and specialized skills which different subject teachers can bring to consumer education; it ignores consumer links between subjects which could strengthen and illuminate all this work of all of them.

Perhaps the most vital contribution home economics teachers could make to consumer education is not only to add consumer emphasis to their courses, but to forge links with other departments and establish inter-disciplinary consumer education programmes. Many home economics teachers have done just that, supported by their specialist teachers, which must be among the most active in providing support materials and keeping teachers up to date with resources and ideas.

I have found that this type of help is most needed by all teachers to give consumer education the impetus it needs. The best way to motivate teachers is to know that a project is to help them in their developing ideas for classroom work, students projects and other learning activities and to provide them with date background information. Teachers committed to their subject

programmes, so they can understand and appreciate how consumer education can be integrated into the curriculum, and how consumer topics can be used as an interesting tool in teaching the 'basic skills' which are common to the aims of all educational activities.

A number of national consumer-orientated bodies have produced low-cost teaching aids, and some of the more successful ones, such as *Suzie and the Shopping* and *Thinking About Shopping*, have been the results of joint labours (between British Standards Institution, Office of Fair Trading, Consumers' Association and the Milk Marketing Resources Centre). Recently the consumer education market has attracted commercial publishers and a new range of teaching materials, to be developed with the aim of providing teachers with a range of materials, some of which are excellent, while others unfortunately appear little more than the last year's offerings. There are also particular efforts being made to produce materials for use in the home economics curriculum. The Association, including the Milk Marketing Resources Centre, has the dual function of producing and publishing materials for use in the home economics curriculum. In addition, unless the materials are adapted, many of the efforts on and suggesting ways in which they can be used to the benefit of the consumer education programme. The materials are also produced by the Association, and are available to use in the home economics curriculum.

hensive teaching/study kit on consumer topics.

Understandably, it is only teachers already involved who allocate precious departmental funds to buying what otherwise might be deemed as fringe materials. How do we introduce consumer education to our colleagues, who can make the point that as a national scale consumer emphasis can add a new dimension to all subjects areas?

This brings us back to responsible buying. If consumer education is to get off the ground, the service that it must be provided by teachers, to help them find consumer dimensions in their own subjects, to set up resources banks, to provide guides to teaching materials, to establish service exchanges where teachers can display new techniques, to discuss ideas, projects and consumer education. Surely the long term benefit of consumer education in the home economics curriculum is to encourage closer links between teachers and their responsibilities in the home economics curriculum. The materials are also produced by the Association, and are available to use in the home economics curriculum.

At the Centre for Science Education Chelsea College London University scientists and home economists are cooperating on in-service courses and working to produce resource materials. The first of these articles presents a scientist's point of view

# Coming to an understanding

By Harry Faulkner

The Centre for Science Education at Chelsea College is mainly concerned with training teachers of science and mathematics, and with research and curriculum development in these areas. Nevertheless, with the move away from rigid barriers between subjects and with the need to bring science as close as possible to the everyday experience of pupils, we must look at possible common ground with other subjects.

One which seems to offer obvious possibilities, both in terms of cooperation and in bringing science within the daily touching and seeing experience of every child, is home economics. After all, there was a day, not a thousand

years ago, when it was called domestic science.

There are also grounds for believing that home economists may welcome some form of co-operation. New syllabuses at A, O and CSE levels place more emphasis on scientific aspects of the subject, both in terms of the factual content and, equally important, on the skills and attitudes of investigation they require.

As a result, over the past few years, we have been running in-service courses, with a number of objectives, for home economics teachers.

Through our contacts with the teachers on the courses, we hope to explore areas of common interest and to see our science curricula

from another point of view. For example, the home economist may see the Carbon Compound, with Large Molecules of Nuffield A level chemistry as the qualities of fabrics made from synthetic fibres, or plastic floor tiles or proteins.

We also hope to help these teachers with the science which forms the basis of substantial areas of their subject, perhaps updating or refreshing the memories of those who studied it some years ago, and are now preparing to cope with the new syllabuses, and perhaps for others looking at it afresh from a practical, experimental point of view.

These courses should help in building contacts between the two subjects in schools. By giving home

economics teachers the opportunity of actually handling the apparatus and performing the experiments which their science colleagues use, and which may have relevance to both subjects, discussions between them may be made easier.

As a result we use relevant sections from several of the Nuffield Science teaching projects. They provide a practical way of learning about the science, and an example of the kind of work done in school science departments.

Of course, these developments alone are insufficient. We have been stimulated into developing new experiments to fill one or two of the gaps. However, we have made it clear from the outset that the one thing we are not trying to

do is to show home economists how to teach their subject.

What we are trying to do is to bridge the gap between the two subjects. We are looking at topics which seem to be of mutual interest, and saying: "This is what it looks like from our side—use these ideas if any use to you?"

"Can you see areas where we could do something more useful?" and "How can we cooperate to the best advantage of both subjects—and so, ultimately, of the children?"

The most gratifying outcome so far is that this initiative is being taken up by home economists, as described in the second part of this article, and the prospects for further cooperation appear bright.

# Nuffield Science and home economics

By Sharon Mansell home economist

One of the fundamental themes of home economics is a scientific understanding of the principles involved in the study of food and nutrition, fabrics and their care, the home and its maintenance and consumer education. These topics are part of the broad study of changing patterns of family life with which home economics is concerned.

Home economics teachers have long been aware that some of these topics are also included in the syllabuses of the science department and that scope for potential cooperation exists. They have also realized the need to go beyond textbook theory so that pupils can understand better the scientific principles underlying home economics practical work. The great difficulty has been a paucity of suitable materials.

Some science texts published for home economics have been heavily criticized by science colleagues as inaccurate, outdated, lacking in sequential development or merely trivial. Home economists have been equally frustrated by materials produced at the wrong depth. The information is often of too high a level, the author having assumed that the home economics teacher has a degree of expertise in a particular science which she may not possess, or is only suitable for sixth form work. Other texts have been written and failed to appreciate the scope of the work required in home economics and the specific needs of the subject. Part of the answer to these problems lies in a joint approach by scientists and home economists.

The courses at the Chelsea Centre for Science Education provided an important step in this direction. The present project was suggested by teachers attending the course held there in 1974 and the Nuffield Foundation agreed to fund it.

Much information of potential help and interest to the work of the home economics department presented on the course was drawn from the Nuffield teaching projects. Teachers decided that many of these ideas could be developed to provide valuable resource material for home economics. This would have two advantages: it would provide a common science basis for sections of work; and the application of these ideas in home economics would be more clearly seen by pupils.

The appropriate pieces of work are now being collected, reclassified and rewritten in a form more usable in the teaching of home economics. Inevitably, there are gaps in the existing texts because they were written for specialist scientists teaching science in laboratories. It is hoped that teachers and lecturers in various parts of the country will help produce material more closely geared to the needs of home economics teachers.

When drafts have been prepared, the ideas must be tried out in schools, so that any necessary revision may be made before publication. During the trial period it is also hoped to hold in-service courses to get feedback and constructive criticism from teachers.

The publications are not intended to form a course, but to provide resource material which teachers can use when planning their own courses. To help teachers do this, guide material will be provided, with each item giving the following additional information: the context of the particular item in the topic; indications of educational objectives; information about materials; practical guidance and, where necessary, precautions for carrying out experimental work; sources of further reading and visual aids.

The first publications will be aimed at the 13 to 16 age-group CSE with the possibility of producing extension materials for O level pupils. The ultimate aim is to produce materials for the sixth form, aiming at CEE pupils with extension materials for A level.

The most gratifying outcome so far is that this initiative is being taken up by home economists, as described in the second part of this article, and the prospects for further cooperation appear bright.

## FINDING OUT ABOUT MILK

The Scottish Milk Marketing Board can supply to Scottish Schools a wide range of educational material featuring the production of milk and associated products and showing their importance in the daily diet. The material is designed to suit most ages and ranges from infant readers to adult grooming and nutritional lookbooks for senior pupils. A leaflet entitled "Finding Out About Milk" gives full details of material and other services offered by the Board is available on application.

The Education Officer, Scottish Milk Marketing Board, Underwood Road, Paisley PA3 1TJ

### PLEASE NOTE

Schools within England & Wales and Northern Ireland requiring educational material should contact the appropriate organization in their own area:  
England & Wales: The National Dairy Council, National Dairy Centre, John Prince Street, LONDON, W1M 0AP.  
Northern Ireland: Dairy Council for Northern Ireland, 4-6 Castle Arcade Buildings, BELFAST BT1 5BC.

## THE QUEEN'S COLLEGE, GLASGOW

There are excellent career prospects in the following fields:  
**HOME ECONOMICS** Teaching, Community Service, Industry and Commerce  
**INSTITUTIONAL MANAGEMENT** and **CATERING**  
**DIETETICS**  
**SOCIAL WORK** (Mature Entrants)  
The College offers Diploma Courses in each of these. Scottish Certificate of Education passes are necessary for entrance. Details of the Diploma Courses and of entrance requirements may be obtained from THE PRINCIPAL.

## ROBERTSON FOODS GROUP

# Educational Programmes

A Review of Visual Teaching Aids currently available:

### RECIPE CARDS

A set of 12, illustrated in colour, featuring use of convenience foods.

### ILLUSTRATED RECIPE BOOKLETS

Mincemeat and Christmas Puddings... recounting customs associated with these foods, with many recipes and serving suggestions.

Golly on the Orient Express... a trip on "The Grand Express Routes to the Orient", with authentic pancake recipes from countries along the way.

Off-Court Cookery... cold and heat-and-serve recipes that are prepared in advance. Galley Cookery... recipes, plus many tips for preparing easy and nutritious on-board meals for family sailing.

Golly's Ice Cream Extravaganza... a complete book on ice cream cookery.

WALLCHARTS... 20" x 30" size, in full colour.

Fruit Wallchart... a strikingly illustrated poster giving the origins of fruits used in preserve making.

Road Safety Wallcharts... the first and second in a series of posters on Safe Cycling. This material is prepared in co-operation with The Department of the Environment and The Royal Society for the Prevention of Accidents.

### THE ORIGINS OF MARMALADE

This record of marmalade making includes a collection of recipes from the Victorian and Edwardian eras adapted for modern usage.

### "THE MARMALADE TREE"

This charmingly illustrated booklet tells the story of Golden Shred Marmalade and is designed to appeal to readers of all ages. A selection of favourite Golden Shred recipes is included.

All teaching aids are offered FREE.

For a sample kit containing one each of the above described items, kindly send 64p in stamps to cover postage and packing to: Robertson Educational Kit/100 The Fairway, Midhurst, Sussex (073-081-4397/4590)

Please make cheques or postal orders payable to James Robertson & Sons, Ltd. When this sample material is sent, we will also advise you as to postage costs of any further orders you may wish to place for classroom use.

### GOLLY'S COOKERY BOOK...

a cookery book in full colour for use in primary schools in preparation. The book contains recipes demonstrating a variety of cooking techniques, accompanied by detailed step-by-step illustrations of all basic procedures. Separate notes for the use of the teacher are included. The book will be ready for incorporation into autumn lesson plans. If you wish to receive a sample copy of the forthcoming Children's Cookery Book, please send an additional 16p with your order.





## NELSON HOME ECONOMICS

ROSEMARY GRAY

For first year secondary school use

This integrated series brings together history, geography, social studies, and the traditional home economics skills of cooking, sewing and home making. Activity work is central to the approach.

... mines of fascinating information. These books guide us to seek the source of many items within the home and open our minds to ever widening circles - the community, people in other countries and man as a member of the human race.

The Times Educational Supplement

Looking for Shelter

The development of the home from cave dwellings to the modern house.

48 pages 70p

Cooking and Eating

This describes how early man first began to cook, and how cooking has developed throughout history.

64 pages 80p

Inspection Copies

To: The Educational I/C Department, Nelson, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex.

Please send me inspection copies as indicated below:

☐ 0 17 438211 Looking for Shelter

☐ 0 17 438212 X Cooking and Eating

Name

School

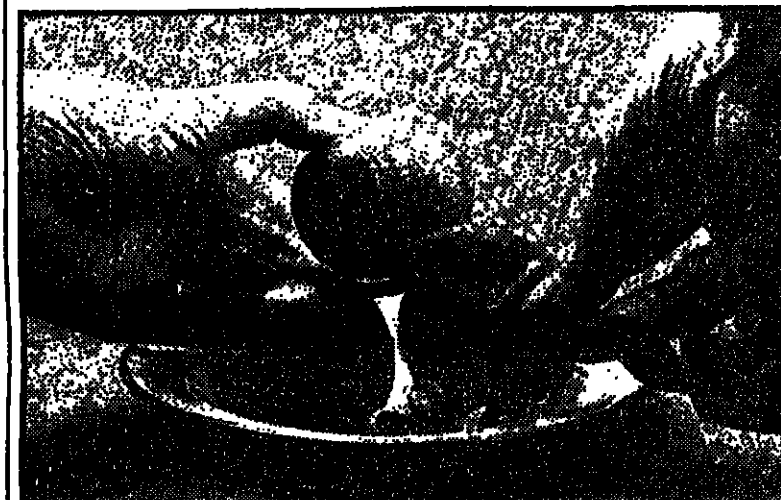
Address

Nelson

6TES12

## The Aquarian Housecraft Scheme

This scheme is described for publication for the first time by Irene Finch, home economics teachers' centre warden



How to skin tomatoes from "The slow entry of heat into food" photobook.

The Aquarian Housecraft Scheme started slow and small, it broke with tradition in several ways though holding firmly in others.

From the beginning the scheme centred on teaching useful concepts and principles, though many favourite dishes and standard methods were included. There was to be no separate theory: all the theoretical ideas had to be welcomed by the learner, usable and actually put to use as soon as they were understood.

The principles and concepts were carefully selected to be sufficiently simple and in accord with Piaget's stages, as well as having to be really useful. Some of the choices are novel, as will be seen below. These principles are taught by sequences that run through several or many lessons, and in each sequence ideas are gradually built up. There are many other special aspects which cannot be described in a short space. But we have tried hard to make the scheme as accurate as we could, especially in the nutrition information and usage of terms like heat and temperature.

Traditional aspects of pastoral care, experience of pleasant orderly surroundings and a caring atmosphere must of course continue, as a basis for future discussion.

The new concepts and principles have been checked as far as possible, criticized by teachers and students and modified over about 10 years. Meetings started with a group of home economics and science teachers who met to prepare material on textiles for Nuffield secondary schools. They developed in a different direction and with other topics, merging into short courses with different groups of teachers where new ideas were constantly discussed. The criticism of experienced teachers has proved to be very useful and has only recently been given its due in the theory of curriculum development.

The scheme into which these ideas were built was originally devised as a demonstration in response to those who said home economics could be taught as an integrated system of principles. It also appeared at a time when teachers said they were being asked to teach more new things than could be fitted in, or that the subject could not be taught as an integrated system of principles. We also felt that home economics teachers should have something on the lines of the Nuffield curriculum developments.

The scheme was worked out by a small group of teachers' centre warden and teachers over two years. The details have been constantly modified over five years, there have been several revised versions and Term III was altered completely just over a year ago. It had been going on close to the traditional approach and has now been clarified.

To limit our aims to something feasible, we started by preparing a course for children of 11 to 13. We thought it best to start with younger children if they were to be converted to liking theory and using evidence and logical thought. But there was also a shortage of curriculum development for their age group.

Twelve year olds had often been told exactly what to do and think, when they had also been encouraged to let ideas run imaginatively without logical and practical checking. Theory had also been regarded as more appropriate for older children, and it seems easier to devise for them. The scheme was aimed initially at children of average ability, and modifications were needed for the very able and less able. Teachers seem to have made these modifications readily, partly helped by the optional extra examples and activities which we included.

We always intended the scheme to have a second use, however, as a mine of ideas for any school scheme. Though it is protected by copyright teachers can copy for their own needs and recently we have had to rely on this for dissemination. Recent cuts have put a stop to the hundreds of copies once sent out. Colleges and local education authorities advised HMIs in Northern Ireland) act as centres, except in Wales. The scheme has had the generous support of the ILEA inspectorate on this understanding, but ILEA teachers have always been free to choose their own schemes.

At first the method was so foreign that few could really understand it. Many have said they only really "fathomed" it and the idea of sequences after they had taught it. Then they found they became able to use the science and modify the ideas for other classes. We do not seem to be able to write out the scheme in such a way that teachers can get it without discussion. Those who plunged in alone had great courage, in spite of the detail given in the scheme. In the supporting pamphlets (Home Science Pamphlets, available from 674, Wallwood Road, London, E11).

Most teachers start by selecting a sequence and trying it out, but the scheme has been adopted as a whole by schools teaching boys for the first time or by those anxious to lead up to more scientific school leaving examinations. Children have said they prefer this approach to the way cooking is taught on television because they are given reasons and because nutrition ideas are integrated with cookery. They seem to remember the ideas because they have used them and the school soon forgets the old tradition of cooking every lesson, especially if the educational aims are explained to parents.

We think the scheme is making children more able to think and take action based on understanding. We hope it is making them like theory and science better. It is surviving even the "stiff" of some schools and should be useful in middle schools as well as secondary schools. The teachers have added a great deal of new developments, not rigidly cation. But we do not know how many schools have taken it up or what the results seem to be. We are waiting all the time for new developments and we will not be content until we have a more clearly defined scheme.

more information, especially for teachers who have given up or rejected the scheme. It is the advice by. We organize courses and meetings in the hope of hearing and odd comments. Teachers are kind to put them in writing but it does not help the scheme. If more were ever available for proper evaluation, I would suggest concentrating on the nutrition aspect, comparing school leavers taught in this method and traditional methods.

There remain two chief difficulties. The first is that we have managed only to get one year in detail. The second is that the scheme differs in the concepts taught and the order in which they are taught, as well as in the way for understanding rather than for processes or terms. It is therefore, confusing if some of the classes in a school taught by this scheme and the classes were later mixed up.

It is impossible here to give more than a few examples of the concepts now explicitly included, but the entry of heat into food, described fully in a photobook (available from the ILEA Media Resources Centre, Highbury, Station Road, London NW4 3LJ) is used to explain why a potatoe cook faster, why the potato must be scraped for scrambled eggs, why the grill must be turned over for thick foods or how to skin tomatoes. In later years it will be used to show how cooking in a concept is therefore more useful than the traditional cooking and convection and much easier, though it can lead on later to the heat ideas.

A distinction is made between hot-browning (Maillard reaction) and cooking. We show, for example, that boiling cooks faster than baking although baking allows crisping and browning. This gives the of the over-simplification that is called simmering a long, unbroken picture. Nutrition is taught by an entirely new approach, outlined in Home Science Pamphlet K. This starts with a simple and natural-looking food group scheme which leads to careful teaching and testing of the concept. When children are given evidence for statements made, and fluoride come next. The nutrients are the ones we cannot be currently most at risk, but vitamin C is also the easiest to test by practical demonstrations. The difficult notion of a nutrient is built up from the children's experience of several nutrients.

By starting with the easier concepts this nutrition scheme has, we hope, avoided the pitfalls of earlier schemes. The children find the scheme easy to learn and teachers who are unsure of nutrition can find it rather a jump in the dark, until they grasp the whole picture.

Several modes of deterioration of food are clarified, but hygiene is entirely an on aesthetic basis. There is an outline study of the hardware materials found in the kitchen, leading to a collection of cleaning tricks and ideas, and a simple analysis of polishing, fabrics, laundrywork and ironing, with a practical procedure to the H.L.C.C. code. Simple choice of alternative foods, impurities, methods, etc., are discussed thoroughly. Safety is taught throughout, with simple first aid.

As to details of method, whatever it helps, the new ideas are shown by special practical work designed to give understanding (practical), but the pupils then put the theory into practice (practical). This work is cheaper than cooking every lesson, but it is not necessary for home economics as they are for art or science. I regard discussion as a method for teaching adolescents, and discussion points are central. First suggested, together with questions that can be used, are:

continued on page 52

## Much better than cure

Richard Isleham on preventive dentistry in school and community

Teeth must come near the top of most people's list of anxieties. That tooth decay is now totally preventable ought to be greeted as a great innovation. So why is it that preventive treatment is so hard to come by? Why has the National Health Service taken no initiative in providing dental health?

Questions like this came up last month at the spring meeting in Brighton of the British Society of Periodontology (gums and their diseases). No magic remedies were on offer. The remedy is simple and there is no magic in it. Statistics were presented showing that a high degree of dental health can be achieved by intensive coaching in teeth cleaning. It is almost as simple as that. Clean teeth do not rot, and when teeth are clean there is no gum disease.

There remains, however, the matter of putting this into practice. There are a formidable list of obstacles unfolded. We have staffing shortages, an unconvincing profession, a depressing logjam of repair work, not to mention our old friend "the current economic situation". True, one speaker argued the need for a mental slum clearance on the part of the dentists, and we all thought that very funny. But in the end, dilapidation won the day. We had all got very excited but there was an unmistakable sense of relief that nothing much could be done.

Finally, as if to emphasize the collective failure of nerve, speaker after speaker warned: "Time for prevention must not be found at the expense of restorative work." It requires no degree in logic to work that one out. No prevention has caused a mountain of repair work, and a mountain of repair work means no time for prevention. The dentist's piece work system of payment underpins the dilemma and might well, in the words of Professor Henry Miller, "have been specifically designed to produce a cheap and nasty service".

However, there are some dental practices which have been reoriented towards dental health rather than six-monthly plumbing. These are signs also that the vicious circle is being broken elsewhere, particularly in those sectors where the mania for work quantification is less acute.

Three years ago the dental health department of London Hospital Dental School set up a scheme to show students what health care is actually like in the community. They were attached on a rota basis to a health centre in Newham. It was hoped that they might also develop social skills to complement their growing technical competence. In the words of Dr Aubrey Sheilham, lecturer in community dentistry: "Most students are very bad at communicating. They often have difficulty in expressing themselves at all."

They undertook surveys of knowledge and attitudes to dental health among patients, centre staff, teachers and pupils. In local primary schools they took over whole classes, instructing them in tooth care by direct teaching and via projects. The results astonished everyone. There was a flowering of interest not only in the centre and the schools, but in the community as a whole. In a very undereducated and working-class area, preventive dentistry became a topic of conversation, while for the students themselves there was a tremendous feedback in enthusiasm and self-confidence.

Even the cooks in the school meals service were involved in dietary aspects of dentistry and at one primary school the head shut down the tuckshop. Last August, at the age of 45, Roger Rowland resigned from a thriving and lucrative NHS practice to join the Suffolk community dental service. He is self-critical enough to doubt his motive in this, especially since the public service has long been thought of as a bolt-hole for exhausted dentists looking for a quiet life.

He had however been facing a growing demand for preventive dentistry from his patients, and was embarking on a new venture to charge realistic fees for this when he felt it could be provided free in the community service. He was lucky in finding an enlightened area dental officer who immediately invited him to organize a dental health education scheme for the Suffolk area.

Ancillary workers were taken off normal duties and allotted to primary schools for half-hour sessions held weekly over half a term. He also tackled the problem through ante-natal clinics, midwives and health visitors, and later plans to involve himself in "teach-ins" at three Suffolk teacher centres. Like Dr Sheilham he has found nothing but goodwill.

The message is not difficult to discern. Every attempt made at the community level to interest people in their own dental health every attempt to engage intermediaries like doctors, health visitors, teachers, ordinary people meets with helpfulness. As Edward VII said about tuberculosis: "If preventable, why not prevent?"

By starting with the easier concepts this nutrition scheme has, we hope, avoided the pitfalls of earlier schemes. The children find the scheme easy to learn and teachers who are unsure of nutrition can find it rather a jump in the dark, until they grasp the whole picture.

Several modes of deterioration of food are clarified, but hygiene is entirely an on aesthetic basis. There is an outline study of the hardware materials found in the kitchen, leading to a collection of cleaning tricks and ideas, and a simple analysis of polishing, fabrics, laundrywork and ironing, with a practical procedure to the H.L.C.C. code. Simple choice of alternative foods, impurities, methods, etc., are discussed thoroughly. Safety is taught throughout, with simple first aid.

As to details of method, whatever it helps, the new ideas are shown by special practical work designed to give understanding (practical), but the pupils then put the theory into practice (practical). This work is cheaper than cooking every lesson, but it is not necessary for home economics as they are for art or science. I regard discussion as a method for teaching adolescents, and discussion points are central. First suggested, together with questions that can be used, are:

continued on page 52



A student from the London Hospital Dental School examines a pupil from Custom House Infants School.

## Catering scheme

By Neil Munro

The Hotel and Catering Industry Training Board are sponsoring 22 young people at further education colleges in Kirkcaldy and Dumfries, and 16 at Glasgow College of Food Technology. The board pay each person £15 a week for the year-long course which comprises six months in college and the rest in the catering establishments, from hotels and restaurants to Army canteens and hospitals.

All the youngsters, in these two schemes have been unable to find work since leaving school and they have been selected for board sponsorship by the local careers service. Mr Tom Dickson, training manager for the board in Scotland, is confident that places will be found for them after the year's training which should furnish most of them with the City and Guilds basic cooking, catering certificate. The catering industry, he said, was labour-intensive and always on the look-out for trained manpower.

There were 100,000 employed in the UK catering industry including services in hospitals and the Army. Piff was first to benefit from the board's award after an approach from the region's principal careers officer, Mr John Morrison, who is also coordinator of the job creation programme in Piff.

Although the catering scheme is outside the job creation programme, it is part of a parcel of Mr Morrison's policy of planned training. He is proud that, of the 208 between 16 and 17 who are employed in Piff as part of job creation, 198 have day release to colleges of further education. Scotland is allotted 40 places by the board. Any expansion must await the announcement by the Training Services Agency of their plans for 1976-77. No spokesman is likely before September. Meanwhile the Hotel and Catering Industry Training Board are considering requests from other regions in Scotland.

## NEW METRIC EDITIONS FROM BLACKIE

These two bestsellers are now fully metricated, revised and reset

### \* COOKERY FOR SCHOOLS

by Mella M. Neal £2.00 ☐

### \* NEEDLEWORK FOR SCHOOLS

by Mella M. Neal £2.15 ☐

The basic course for 'O' level is covered and examples of the more recent types of examination questions are given in both the above books.

### \* UNDERSTANDING COOKERY

by Margaret Picton £2.50 ☐

This revised edition has been brought into line with the British change-over to metrication.

## COMING SOON

### \* Home Economics Topic Books

General Editor Cynthia Gillett

1. Eating for pleasure ☐
2. Myself and my clothes ☐

In Preparation: A Home of Your Own; Shopping and Money Matters; The Child and His World; Caring for Your Home.

### \* Understanding Homemaking

by Margaret Picton approx. £2.50 ☐

The sequel to Understanding Cookery

Make sure of your inspection copies by cutting out this advertisement, ticking the appropriate boxes and sending to:

**Blackie and Son Ltd**  
BISHOPBRIGGS GLASGOW G64 2NZ

Fill in your name and address here:

Name .....

School .....

## YOU AT HOME

Series Editor: Patricia Hedley, Managing Editor, Housecraft. Nutrition Consultant: Patsy Fisher

Published Titles

### A Toddler's Day

Barbara Chiswell

How to plan a toddler's day and cope with its routines and surprises. 32 pages 70p

How to plan a toddler's day and cope with its routines and surprises. 32 pages 70p

### Your Style

Elizabeth Gilbert

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

Using six teenage characters with distinctive styles as starting points, this book adopts a refreshing approach to a sensitive subject. 48 pages 80p

### What's In A Game?

Barbara Chiswell

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.

This is a question with many implications and the author explores a number of them ranging from choosing and making games for all ages to compelling menus for athletes and building adventure playgrounds. 32 pages 70p approx.



Oliver & Boyd

Croydon House

23 Ravelston Terrace, Edinburgh EH4 3TJ



"There has hardly been a day since 1970, when my present copy has not been of great use to me" C B Young, Saintbridge School, Gloucester

## 1976/7 Health Education Index

The new, wholly revised 1976/7 Health Education Index, containing literally thousands of changes from the previous edition, will help teachers to plot a course through the immense range of material available on Health Education. Lists of books, booklets, films, slides, posters, video cassettes, posters, wall-charts, models, teaching kits and miscellaneous teaching aids are listed and described, subject by subject, kind by kind, with prices and the names, addresses and telephone numbers of sources of supply.

Over 165 subjects • Many new sources • Thousands of changes • Over 8,000 items  
Limp bound £4.75 • Thread-bound library edition £6.75 (Postage and packing free)

**B EDSALL & CO LTD**  
Dept. TE1 • 36 Eccleston Square • London SW1V 1PF • 01-828 3016

## THE SCOTTISH CENTRAL FILM LIBRARY

Offers the most comprehensive film hire service in the United Kingdom.

The Home Economics Films of:

UNILEVER LTD.

CENTRAL OFFICE OF INFORMATION  
ENCYCLOPAEDIA BRITANNICA

and many other films on health, nutrition, and social subjects are available for hire from this library.

For full details of these and other films write to:-

**THE SCOTTISH CENTRAL FILM LIBRARY**

16 Woodside Terrace, Glasgow G3 7NX

Telephone 041-332 9988

The Scottish Central Film Library is a Division of The Scottish Council for Educational Technology.

## CONCISE NEEDLECRAFT

Olive Christensen

This is a brief and thorough text book covering all the theory and practical work demanded by the various examining boards. Topics include a very full section on textile study, with others on the care and repair of clothes, but the bulk of the book consists of explanation of the techniques of dressmaking and embroidery.

All the methods are fully illustrated with clear step-by-step diagrams in two colours, the concise easy-to-follow instructions are imaginatively laid down to catch the eye and help the pupil when working alone.

£1.75

**WHEATON** Hennek Road, Exeter, EX2 8RP

YOU could be using this space to reach 800,000 people who read THE TES every week. Call our advertisement department on 01-837 1234.

CLAYTON-ON-SEA  
ST. SYDNEY'S COLLEGE  
Education  
Teacher's Certificate (3-year) specialist  
courses in HOME ECONOMICS and  
DRESSMAKING  
C.B.A. 1975. Courses pending.

## The Hillingdon Venture

Gillian Thomas reports on a dental education programme that has wider aspects



The Hillingdon Venture is one of the most advanced dental health education programmes in the country. Since it started in 1973, more than 4,000 children—on-tenth of those at school in the London Borough of Hillingdon—have taken part in detailed project work on dental care. Many more have seen illustrated lectures by dental assistants as part of home economics and child development courses.

"What we are doing is still at the experimental stage," says Mrs Brenda Fox who devised the programme. "By working closely with teachers, we are gradually finding the best ways of providing stimulating material for classroom work on teeth. And it does not have to be confined to dentistry, for in the hands of an enthusiastic teacher the subject leads very naturally on to wider fields like biology, diet and child/mother relationships. Furthermore it can be used as a basis for all kinds of scientific experiments, graphics, modelling, descriptive writing and so on."

Mrs Fox became area dental officer after the reorganization of the health service in 1974. Before she was a children's dentist with particular interest in anxiety problems. She believed the borough's dental staff could best be used to dispel children's fears through discussion and by familiarizing them with the subject of teeth and the dentist.

Although children in Hillingdon still have routine check-ups with school dentists, most project work is handled by dental assistants, who go to the schools to discuss ideas with teachers and provide suitable material, often tailored for a particular class or school. Most of it is directed at nine and ten-year-olds, as project work tends to fit more readily into their curriculum. Ideally Mrs Fox likes to arrange a two-week project in a school, involving as many or as few classes as the headteacher wishes. In fact, most schools now have an annual booking.

Beforehand teachers are provided with background material on teeth, diet and dental care, worksheets and diagrams. A letter of explanation is also provided for the children to take home to tell parents what is happening, as home support is vitally important.

During the project, one of Mrs Fox's assistants usually spends an hour or so with a group each day, showing slides, leading discussions or giving practical demonstrations, such as how to fill a tooth or use disclosing tablets. The rest is very much up to the teachers, as their enthusiasm and cooperation is essential to the success of the scheme.

Each child gets a tooth diagram and a chart of dental equipment which is useful for reference when they are writing up the work afterwards. Each class has the opportunity of doing a filling on a set of model teeth, as well as experiments, such as observing the effect of sugar by suspending bread and even teeth in test tubes of syrup.

Dental material, including large plaster models of jaws and teeth which are expensive, are available for loan to all Hillingdon schools. The area health authority also publishes a comprehensive source list of booklets and leaflets, many of which are provided free by the health authority, together with a range of charts, cards and slides produced by Mrs Fox.

Cooperation with the borough's secondary schools is increasing, though their heads tend to prefer single illustrated lectures rather than full projects because their syllabuses leave less opportunity for practical work. The lectures are given by one of Mrs Fox's staff, with teachers leading discussion sessions afterwards. She also gives help with projects for CSE courses and provides a careers service.

Incidentally, jobs with the team are highly sought after for, as they are related to school terms, they provide former dental nurses who now have children of their own with an ideal opportunity of returning to work. Mrs Fox, whose husband is also a dentist, has children of eight and five.

"We also have a very big part to play in any work concerned with nutrition," she emphasizes. "This can be taken right back to babyhood and the advantages of breastfeeding which has a bearing on both teeth and the child's whole constitution. The subject is also highly relevant to any child development studies."

By means of slides on a dental theme we can illustrate a series of relationships between a mother and her child and then lead into a more general discussion on such subjects as security, anxiety, pain and the effects of maternal separation.

The idea of presenting dental material to school children, both as an aid to care of the teeth and as a rich source of project material, was first pioneered in 1972, during a small experiment at Broadmayne County Primary School, Dorset, under the guidance of the regional dental officer. Similar projects have followed elsewhere, but none is as comprehensive as Hillingdon's. Mrs Fox's team are also carrying out their own research programme to assess the overall value of their work.

"Of course we are not going to be able to show an immediate reduction in dental disease because this is a very long-term objective," she points out. "But we have already found marked improvements in the standard of tooth care after we have visited a school and there can be little doubt about the interest and enthusiasm of the children involved."

"For lasting results one has to keep on reinforcing the message of good eating habits and careful tooth-cleaning. However, perhaps the most valuable aspect of all is the way in which we try to make dentistry more human by telling children more about it and encouraging them to air their views and problems. If we are able to reduce the amount of anxiety which is so often engendered by the thought of dentists, then to my mind our efforts are certainly very worthwhile."

## FL CALDER COLLEGE OF EDUCATION

Dowfield Lane, Liverpool L18 3JJ  
(University of Liverpool qualifications)

### B.A. (GENERAL): Home Economics

A new degree having work experience as an integral part of the course. There will be an opportunity in the final year to specialise in either Community Studies or Consumer Studies.

### B.ED DEGREES: Home Economics

Initially a three-year degree course, with the opportunity of a fourth (honours) year.

### CERTIFICATES IN EDUCATION

Courses in (a) Home Economics and (b) Needlecraft, Textiles and Art Studies.

### DIPLOMA IN EDUCATION

with special reference to Home Economics  
An advanced qualification for specialist teachers.

For further details please write to the Principal (Admissions), quoting reference 76/1, or telephone 051-428 4041.

## SCHOOL OF HOME ECONOMICS, CATERING and INSTITUTIONAL MANAGEMENT

DUNCAN OF JORDANSTONE COLLEGE OF ART  
Perth Road, Dundee

The School of Home Economics offers the following courses:

### DIPLOMA IN HOME ECONOMICS

a three-year course for those seeking a career in Teaching, Social Services, Industry and Commerce

### HIGHER NATIONAL DIPLOMA IN INSTITUTIONAL MANAGEMENT

### HIGHER NATIONAL DIPLOMA IN CATERING AND HOTEL KEEPING

Further details and application forms may be obtained from: The HEAD of the SCHOOL OF HOME ECONOMICS, CATERING and INSTITUTIONAL MANAGEMENT, Duncan of Jordanstone College of Art, Perth Road, Dundee DD1 4HT.

## Qualified to begin

Arthur Tarrant on entry requirements for Surrey University's degree course in home economics

British universities, on the whole, do not take home economics seriously. Only Surrey offers a degree course in the subject. I am the admissions officer for that course, and I receive numerous inquiries about entry qualifications for it.

The course covers a wide range of subject matter and, in some ways, may be likened to a general degree. The subject matter may be divided roughly into three areas—relevant science and engineering; food science, nutrition and dietetics; and behavioural science relevant to the consumer. A variety of disciplines is involved and, just as professional home economists have to be capable of switching their thinking rapidly from one discipline to another so, too, do our students.

Some of these subjects have to be started from scratch. Not many of our applicants have done any psychology or statistics. But they cannot all be started from scratch. Life is not long enough. We do have to ask for some minimum requirements. Certain types of knowledge needed are like tools in a toolbox. If you have not got them you cannot do the job.

Home economists spend much of their lives conveying information; they have to be able to communicate. We therefore regard O level English as essential. They also have to be able to think in numerical terms, and O level maths was likewise regarded as essential.

Further, they have to be able to think in a scientific way, and we like our applicants to have O level physics and chemistry. But it is

here that the trouble comes. In many schools if you do home economics, you cannot do physics.

For this reason we do not stipulate O level chemistry and physics as essential qualifications, though they are desirable. If an applicant has not taken the O level exam but has taken the course in one or both of these subjects, then she (or he) should not have too much difficulty with the course.

It could be said: "These things are not difficult; why cannot they be done in the first year of the course?" A good deal of my time is spent in helping girls to grapple with the problems of elementary physics, but what is needed is familiarity with these subjects. That is not obtained by attending a few extra special lectures.

May I ask schools to arrange timetables so that those who wish to go into home economics professionally can take chemistry and physics at O level? At the moment it is possible for someone to take home economics as a school subject and then to discover that by doing so they have debarrated themselves from entry to a university degree course in that subject.

I am often asked about an appropriate choice of A level subjects. Here the situation is happier. We prefer our applicants to have three A levels, but we commonly accept two provided they have an appropriate number of O levels. We are not fussy about the subjects provided they involve some intellectual rigour. Home economics is acceptable, but we do not stipulate it as an essential entry qualification. I am also asked about the A

level grades that are needed, but there is no specific answer as we receive many more applications than we have vacancies.

We feel that our places should be offered to those applicants who will make the best use of them—those who show the strongest motivation and the best ability. We consider every case individually and invite all applicants who seem likely to come and see us, and we have no firm rule about A level grades. But in practice the average is about equivalent to three Cs; and successful applicants generally have six or more O levels.

Perhaps I could make another point in schools. There are schools (or perhaps I should say heads) who clearly regard home economics as a sink subject, where you get rid of the rubbish. I have heard a head tell the assembled parents that she wants every child to work to the best of his ability; and everyone will be able to understand Einstein's theory of relativity, but never mind, you can always make a cake. It is the "always" that gets me.

I am a newcomer to the home economics field having previously spent many years teaching degree students of a variety of disciplines—chemistry, physics, biology, metallurgy, mathematics, linguistics, music and so on—and I can say that a university degree course in home economics is just as difficult as a course in any other subject. Home economics students are impressive in their devotion to their subject and their diligence. It is time that was recognized.

## The Value of Food

General Editors: Patty Fisher and Arnold Bender

This paperback series is intended for students of nutrition, home economics, catering, and food science at A level and above. It is especially suited for the City and Guilds of London Institute courses in domestic cookery, home management, and food and family. Each £1

### 1. Cereals

John Scade

Contains a wide range of information on baking, with chapters on wheat, milling, flours and other ingredients, breadmaking, and types of bread. New techniques for making bread and cakes are explained, and many basic recipes are included. There is also information on the origin and manufacture of breakfast cereals.

### 2. Sugar and Chocolate Confectionery

Sidney Cakebread

Describes the various kinds of confectionery, and outlines the manufacturing processes and equipment involved. Compound coatings, colouring, flavouring, packing, and storage are dealt with, and there is a section on nutritional aspects of confectionery.

### 3. Milk and Dairy Foods

J.W.G. Porter

Milk is of special significance in nutrition, both as a nearly complete single food and as the raw material from which many nutritious products are made. This book provides information about the composition of milk and milk products, including concentrated and dried milk, cheeses, cream, butter, ice cream, and yoghurt. It shows how both composition and nutritive value are affected by manufacturing processes, and discusses the important contribution milk makes to our everyday diet.

Inspection copies of these books (and of the new edition of Fisher and Bender's *The Value of Food*, £1.95) are available. Please write to University Promotion Section (TES), Oxford University Press, Ely House, 37 Dover Street, London W1X 4AH.

## Oxford University Press

### Harrow College of Technology & Art

Watford Road, Harrow HA1 3TP  
Department of Health & Community Studies

Applications are invited for the Student Membership of the following courses commencing September, 1978:

N.C.H.E. Home Economics Certificate (2 years)  
Options in:  
Recipe Development  
Food Photography  
Demonstrating and Salesmanship  
Fashion, Fabrics and Design in the Home  
Also available: Nursery Nursing, Hairdressing, Pre-Nursing/Pre-Paramedical 'A' level courses.  
For further details, telephone 01-864 4411, ext. 63.

## The Good, the Bad and the Fattening

is a companion to every cookery book

Its aim is to present some basic facts about foods—their nutritive value, their significance in your diet, when to buy them and how to store them. It explains simply what vitamins, fats, carbohydrates and other important food constituents do for your body. It includes over 250 foods, with their nutritional and caloric values, lists daily needs and offers helpful hints on special conditions and diets.

It is a compendium of food; an invaluable guide for all who are interested in what they eat.

Cased £2.75 • Limp £1.40

### The Times Newspapers Ltd.

New Printing House Square,  
Gray's Inn Road, London WC1

## HOME ECONOMICS

A selection of 16mm colour films on Home Economics.

Full list available from:  
**FERGUS DAVIDSON ASSOCIATES LIMITED**  
22 South Audley Street,  
London, W1Y 6BS  
Tel. 01-893 9252

continued from page 53:

choice, application (see Bloom's Taxonomy of Educational Objectives, Longman), wider horizons, and use children's suggestions. The teacher retains authority, but she also shows respect for children's ideas and aims. This I believe is the best way of encouraging creativity.

The last years are a problem, because it has first been necessary to work out sequences for every aspect of the subject matter. These sequences had to start simple but lead if necessary, to CSE, O and A level work, with really suitable applications at every stage and therefore no separate theory, but with one bringing in "simplifications" that had to be introduced later. This is difficult to do. It takes a long time and often involves a complete reorganisation of ideas. Most of this work has now been done, starting with the Aquarian Nutrition Scheme. But first, enzymes and the approach to chemistry have been the knottiest problems. Much of this science pamphlets, and similar work for needlecrafts, in the newer pamphlets it is arranged in sequences, with suggestion pages and

stages, up to college level. When it is all done I am not sure there will be much advantage in trying to produce an all-over housecraft scheme; the variation in schools is too great. But it is important for teachers to retain the central ideas of the scheme.

I believe that home economics has a fundamental educational value, greater than that of many other school subjects in at least two respects. The first is that it can provide and motivate entry to logical thought for the concrete operational child, leading to operations of more abstract ideas (see *Pupils' Attitudes to Science*, by M.J.B. Omerod and D. Duckworth, National Foundation for Educational Research). The second is that it provides a series of opportunities for children to conceive, plan and carry out their own ideas (within a framework), and therefore to develop the independence and sense of responsibility which we even want them to have in the world of work. It is in these directions that we want the Aquarian scheme to lead. The age of Aquarius was supposed in legend to lead to the golden age of enlightenment.















## Educational Appointments

Posts are for September, 1976.

Unless otherwise stated please apply in writing to the Headteacher of the school giving full curriculum vitae and two referees by the date indicated (if any) (s.a.s., please). Please quote reference number if applicable.

## STAFFORDSHIRE CENTRAL AREA

## Head Teachers

**NETHER STOWE COMPREHENSIVE SCHOOL, ST CHAD'S ROAD, LICHFIELD.**

Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER of this co-educational comprehensive school (Group 11), which has become vacant following the sudden death of Mr. A. K. Chawood, M.A., B.D.

Nethe Stowe, together with two other comprehensive schools, provides secondary education, including a full range of courses leading to C.S.E. and 'O' levels, and 'A' Level examinations, for the children of the Cathedral City of Lichfield and the surrounding villages. There are at present some 1,400 pupils aged 11-18 on its roll, of whom 77 are in the Sixth Form.

The school is situated in a pleasant residential area of the City close to the Cathedral. It has its own playing fields and is housed in buildings erected in 1964. There are excellent facilities including an indoor swimming pool and the usual specialist accommodation.

Application form and further particulars may be obtained from the Chief Education Officer (Staffing), County Education Office, Tipping Street, Stafford ST16 2LP to whom completed applications should be returned not later than 31st May, 1976.

**DOECLIFF COMPREHENSIVE SCHOOL, KINVER, NR STOUR-BRIDGE**

Applications are invited from enthusiastic and dedicated teachers for the post of Assistant in MATHEMATICS in this rural comprehensive school of 700 pupils. There is a department of 4 full-time mathematics teachers in 'A', 'O' and C.S.E. Modules 1 and 2 in both modern and traditional mathematics. The successful candidate will share in the teaching at all levels and will be given opportunities to develop ideas within the department. Applications by letter to the Headmaster at the school giving full curriculum vitae and the names of two referees from whom confidential references may be sought. Closing date for applications 21st May, 1976.

**CODSALL MIDDLE SCHOOL, WOLVERHAMPTON ROAD, CODSALL, WOLVERHAMPTON.**

Required for September 1976, Teacher with special ability in HOME ECONOMICS with ability to teach General Subjects (Scale 3).

This purpose built school is to open in September 1976 with 280 on roll.

Unless otherwise stated applications by form obtainable from and returnable to the Head of the School. Assistance towards removal expenses in approved cases. Candidates will be interviewed.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

**WALTON PRIORY MIDDLE SCHOOL, BEACON RISE, WALTON, STONE.**

Teacher required able to offer GENERAL SUBJECT teaching and take responsibility for organising the teaching of ART throughout the school. (Scale 2.)

Closing date: 26th May, 1976.

**DARFIELD FOULTON HIGH SCHOOL**

Nanny Marr Road, Darfield, Barnsley

Headteacher: H. Herdman

(11-18 Mixed Comprehensive)

Mathematics (Scale 1)

Courses based generally on S.M.P. approach.

English (Scale 1)

An interest in drama desirable.

Closing date 26th May, 1976.

**CHARTER SCHOOL**

Broadway, Barnsley

Headteacher: M. P. Kaye, B.A.

(11-18 Comprehensive)

Teacher

To introduce German (Scale 1). Ability to offer one of the following subjects would be an advantage: French, Science, Maths, Girls' P.E.

**HOLGATE SCHOOL**

Shaw Lane, Barnsley

Headteacher: W. J. Hogarth, B.A.

No. on roll: 770 Boys

Teacher of Woodwork and/or Metalwork

(Scale 1)

In this Ex Boys Grammar School which has an ability intake in the first 8 years, Woodwork, Metalwork and G.E.D. is taught in 'A', 'O', and C.S.E. levels.

**PRIORY SCHOOL**

Lidwode, Barnsley

Headteacher: J. Lavell

Teacher (Scale 1)

For Physics within the Science department of this S.P.A. 11-16 Comprehensive. There are established courses leading to C.S.E. and 'O' Level. The new Science block will be fully operational in September.

**BARNSELY**

Metropolitan Borough

## SECONDARY Physical Education continued

**SANDWELL**  
Metropolitan Borough  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Sandwell School, Sandwell, West Midlands, B70 7JH.

**SUFFOLK**  
COUNTY COUNCIL  
NORTON HEATH SECONDARY  
School (11-16) Roll 1,350  
Norton Heath, Ipswich IP3 0PZ  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Norton Heath School, Norton Heath, Ipswich, Suffolk, IP3 0PZ.

**TAMESIDE**  
METROPOLITAN BOROUGH  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Tameside School, Tameside, Greater Manchester, M20 9JH.

**WAKEFIELD (City of)**  
METROPOLITAN DISTRICT  
NORMANTON SECONDARY  
School (11-16) Roll 1,350  
Normanton, Wakefield WF4 7JH  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Normanton School, Normanton, Wakefield, WF4 7JH.

**WARWICKSHIRE**  
ITON SCHOOL  
Leicester Road, Iton, Northants  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Iton School, Iton, Northants, NN16 9JH.

**WEST SUSSEX**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, West Sussex School, West Sussex, BN1 1JH.

**Scale 1 Posts**  
**AVON COUNTY**  
EDUCATION COMMITTEE  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Avon County School, Avon, GL1 1JH.

**AVON COUNTY**  
EDUCATION COMMITTEE  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Avon County School, Avon, GL1 1JH.

**AVON COUNTY**  
EDUCATION COMMITTEE  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Avon County School, Avon, GL1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith  
Physical Education (Scale 1)  
Applications by letter to the Headmaster, Derbyshire School, Derby, DE1 1JH.

**DERBYSHIRE**  
COUNTY COUNCIL  
Headteacher: Mr. J. H. Smith











GENERAL SCIENCE

















# Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:

(a) Duties to commence September, 1976.  
(b) Application forms and details (S.A.E., foolscap) from the Heads at the schools.  
(c) Closing date 24th May, 1976.  
Please quote reference 14/5 on correspondence.

**WARDEN OF BRIDGWATER TEACHERS' CENTRE**  
Applications are invited from experienced and qualified teachers for the post of Teachers' Centre Warden, scale 4, to be based at Bridgwater but responsible for developing Centres at Burnham-on-Sea and Minehead. Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton.

## Further Education

**Somerset College of Agriculture and Horticulture, Cannington College, Nr. Bridgwater**

**LECTURER IA in the Department of Horticulture.** Applicants for this post must be qualified in Horticulture or Horticultural Science, and should have good practical experience in some branch of Horticulture. Possession of a teaching qualification and/or teaching experience an advantage.  
Salary scale, Lecturer IA, Burnham Report—£2,781-£4,689, with entry point according to qualifications and experience.  
Application forms and details (S.A.E.) from the Clerk to the Governors. Closing date 24th May.

**Somerset College of Arts and Technology, Taunton**

Applications are invited for the post of Lecturer, Grade II, to be responsible for and teach Building Science and Materials to students on OND, ONC, TEC, and IOS courses throughout the Department of Building and Surveying.

The person appointed should have had at least three years' teaching experience in Building Science and Materials and hold Corporate Membership of the Institute of Building, and/or a Degree in an appropriate science. The successful candidate will be required to coordinate the teaching of Building Science to both craft, technician and professional students, and will also be given the opportunity to develop this subject in very well-equipped new laboratories. This person will also be required to control and organise the Science Laboratories where there is ample opportunity for development.

Applications in writing stating age and full details of qualifications and experience together with the names and addresses of two referees to the Registrar, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX. Interviews will take place in the week commencing Monday, 24th May, 1976.

**LECTURER, Grade I, in Electronics/Electrical Engineering** required for 1st September, 1976.  
The person appointed will be a member of a team whose main task is teaching the OND in Technology (Engineering) Courses.  
Teaching duties will include:

First-Year Electrical Science and second-year Measurements, Instrumentation and Data Transmission for OND and Projects in both years.  
First and second-year Technical Subjects for Telecommunications Technicians City and Guilds 270 Part 1.  
The ability to offer Physics at ONO/OND would be an advantage.

Applicants should preferably be graduates in Electronics/Electrical Engineering or Engineering Science and have had industrial experience of electronics equipment. Teaching experience is desirable.  
Salary: £2,781-£4,689, starting point dependent on age, qualifications and experience.  
Application forms and details (S.A.E.) from the Clerk to the Governors, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX.

**Frame College, Park Road, Frome**

**LECTURER I to teach Mechanical Engineering** subjects to students on E.I.T.B. (first-year full-time), M.E.C.S. Motor Vehicle and Link Engineering and Motor Vehicle courses. Candidates should possess relevant qualification and experience. Salary and conditions in accordance with the current scales. Application form and details (S.A.E.) from the Principals. Closing date 21st May, 1976.

## Secondary Deputy Headships

**Preston Comprehensive, Munka Dale, Yeovil**  
(Group 10, 11-18 mixed, 850)

Owing to the promotion of the existing post holder to a Headship a vacancy occurs for a suitably qualified and experienced teacher for the post of FIRST DEPUTY HEAD at this expanding comprehensive school. Duties to commence September, 1976.

The person appointed should be prepared to play a full part in the administration and management of the school as well as being responsible for future Curriculum development.

Applications by letter to the Head at the School, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**The Blake Comprehensive, Bridgwater**  
(Tel (0278) 56243/4)  
(11-18 mixed, 830)

**A DEPUTY HEAD and/or Head of Upper School (3rd, 4th and 5th Years) (Senior Teachers' Scale)** is required. Applicants should write or telephone the Head as soon as possible giving details of education, professional training, full curriculum vitae, subjects offered and the name and address of two referees. Candidates should state clearly which post they are applying for and whether they wish an unsuccessful application for Deputy Headship to be automatically transferred to the second post. It is desirable though not essential that this second post involves the teaching of Physics.

## Secondary

**Stanchester Comprehensive, Stoke-Sub-Hamdon, Nr. Yeovil**

(11-18 mixed, 710)  
**MATHEMATICS SPECIALIST, scale 1**, to teach full ability and age range, mixture of traditional and modern maths.  
Applications by letter to the Head of the school.

**Kings of Wessex Upper School, Cheddar**

This 13-18 mixed comprehensive with 780 on roll, 120 in sixth, is to be established in September, by amalgamation of a Secondary Modern school with Sexey's Grammar School, Blackford. The 11-year-old second-ary modern buildings are being developed for upper school use.

The following vacancy in the Humanities Faculty exists, due to promotion. **GEOGRAPHY AND HISTORY, scale 1**, for new entrant, or a scale 2 for a suitably qualified and experienced candidate. The post offers a wide range of examination work and there is scope for teaching Social Studies if interested.  
**HISTORY with ENGLISH, scale 1**, temporary post for one year. Possibility of examination work.  
Applications by letter direct to the Head of the school, giving full details and names of two referees. Closing date 21st May.

**Sydenham Comprehensive, Bridgwater**

(11-18 mixed, 1,000)  
**TEACHER OF FRENCH, scale 1**. Energetic and well-qualified teacher to join team of four. Purpose-built language suite. Teaching up to and including C.S.E. and 'O' level. Willingness to help with extra-curricular activities an advantage. Apply direct to the Head at the school, giving full career details and names of two referees.

**Buckler's Mead Comprehensive, Yeovil**

(1-18 mixed, 1,200)  
**TEACHER OF SCIENCE, scale 1**. Work throughout the age and science subject range would be available but a particular interest in Chemistry would be an advantage. Excellent facilities in new laboratories.

**West Somerset Comprehensive, Minehead**

(13-18 mixed, 1,087)  
The school's catchment area comprises Exmoor, the Brendon and Quantock Hills, as well as the coastal villages.  
Qualified woman teacher, scale 1, for **PHYSICAL EDUCATION and GIRLS' GAMES**.

**The Blue School, Wells**

(11-18 mixed, comprehensive, 1,380+)  
Specialist **TEACHER OF TEXTILES, scale 1**, to develop Fabric Printing and Weaving to Advanced level. Work will also be with the full ability range. Art Department has four specialist areas of Painting, Ceramics, Graphics and Textiles. Students prepared for direct entry to College of Art.

**Blake Comprehensive, Bridgwater**

(11-18 mixed, 850)  
**HEAD OF DESIGN, scale 4**, for forward-looking integrated department with full modern facilities. Applicants should give details of education, professional training, curriculum vitae and names of two referees, and a letter setting out his/her ideas to the Head.  
**TEACHER, scale 1, of HISTORY**, to teach the subject up to C.S.E. and 'O' level. There is a Lower School integrated Humanities course in the school.

**Sexey's Boys' Grammar, Bruton**

(11-18, 820)  
**TEACHER, scale 1, for MUSIC** principally, and another subject, preferably Junior Science.

**Ansford Secondary, Castle Cary**

(11-16 mixed, 545)  
**TEACHER, scale 1, for RURAL STUDIES** to teach throughout the school to C.S.E. level, and either Biology or Combined Science. Well-established unit, including livestock.  
Closing date 31st May.

## Middle Schools

**Swanmead Middle, Ilminster**

(Group 6)  
(9-13 mixed, 367)  
For September, if possible, **DEPUTY HEAD**. Applications are invited from enthusiastic and experienced teachers. Ability to teach Mathematics an advantage.  
**TEACHER, scale 1, HOME ECONOMICS**. Middle School trained or experienced.  
Closing date 31st May.

## Special Schools

**COUNTY STAFF TEACHER, scale 2(S)** for Special Schools for slow-learning and handicapped pupils.

**Penrose School, Bridgwater (S.S.N.)**

(Group 4(S))  
**HEAD, for January, 1977.**

**Sandhill Park Hospital School, Nr. Taunton**  
(E.S.N.(S) Group 5(S))

**HEAD, for January, 1977.**  
For all three posts listed above, application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton.

**Avalon School, Street**

(Day Special, 125 E.S.N.(M) and 25 E.S.N.(S))  
Two vacancies, scale 1. In the E.S.N.(S) Department. One to work with infants, the other to work with Seniors.

## Primary Headships

For January, 1977.

**St. George's R.C. V.A., Taunton**

(Group 5)  
**HEAD, Practising R.C. required.**  
Closing date 31st May.

**Elmhurst County Junior, Street**

(Group 6)  
**HEAD (previous applicants will be reconsidered).**  
Closing date 31st May.

## Primary Deputy Headships

**Martock V.A. Primary, Martock (342)**

**DEPUTY HEAD** for this Group 5 school. Experienced teacher with ideas and imagination. Applicants should be practising Christians.

## Primary

**Hamp County Junior, Bridgwater (316)**

**Good CLASS TEACHER, scale 1**. Please state special interests. Application by letter to the Head at the school, with details of qualifications and names of two referees.

**St. Joseph's R.C. V.A. Primary, Bridgwater (213)**

Infant teacher able to cooperate in a vertically streamed department in modern buildings. Scale 2 available for experienced candidate, but newly qualified teachers also considered. Mathematics or Music an advantage. Candidates should hold the Catholic Religious Education Certificate.

**Parcroft County Junior, Yeovil (460)**

(7-11 age range)  
**TEACHER, scale 1**. Boys' Games and outdoor activities an advantage.

**Huish County Primary, Yeovil (430)**

**TEACHER, scale 1**. An interest in Mathematics, Science or Resources may be an advantage.

## SECONDARY Technical Studies continued

**SUROPSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**SUFFOLK**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WEST SUSSEX**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**WILTSHIRE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

## Other than by Subject Classification

### Heads of Department

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**CALDERDALE**

**WILTON COMPREHENSIVE**  
(11-18 mixed, 1,200)  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

# Somerset

**St. Gilda's R.C. V.A. Primary, Yeovil**

**TEACHER, scale 1**, holding Catholic Teaching Certificate or equivalent for upper juniors. Music an advantage.

**Grass Royal County Junior, Yeovil (519)**

(7-11 age range)  
**TEACHER, scale 2**, for Language Development. Double-unit cooperative teaching required.

**Pawlett County Primary (69)**

A lively and enthusiastic teacher required to take a vertically grouped infant class. Good modern infant teaching methods are required. An interest in music and drama would be an advantage.  
Closing date 31st May.

**St. Andrew's C.E. V.C. Junior,**

**Burnham-on-Sea (320)**  
(7-11 age range)  
**TEACHER, scale 1**, for lower juniors and Boys' Physical Activities.

**Cutcombe V.A. First, Nr. Minehead (30)**

(5-9 age range)  
**TEACHER, scale 1**, for infants.

**St. John's V.A. First, Frome (300)**

(7-11 age range)  
**TEACHER** for reception class. Scale 1.

**St. Michael's V.C. First, Minehead (4-9, 160)**

**ASSISTANT TEACHER** for RECEPTION class, scale 1. Closing date 31st May.

**St. Bartholomew's C.E. V.C. First, Grottoes (54, 176)**

**ASSISTANT TEACHER** for INFANTS, scale 1. Please send curriculum vitae and details of experience. Closing date 31st May.

**Weare V.C. Primary, Nr. Axbridge (193)**

**TEACHER, scale 1**, for infants (Reception at present). Re-modelled area school. First School, 6-7 years, from 1st September, 1976, number on roll to be 120.

## GLoucestershire

**GLoucestershire**  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**GLoucestershire**

**GLoucestershire**  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**GLoucestershire**

**GLoucestershire**  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**GLoucestershire**

**GLoucestershire**  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**GLoucestershire**

**GLoucestershire**  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**GLoucestershire**

**GLoucestershire**  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**GLoucestershire**

**GLoucestershire**  
Applications by letter to the Head at the school, giving full details, curriculum vitae and names of two referees. Closing date 21st May, 1976.

**GLoucestershire**

**GLoucestershire**  
Applications by letter to the Head at the school, giving















## SPECIAL EDUCATION

### Scale 1 Posts continued

#### HAARLOW

##### HAARLOW EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the following Scale 1 posts:

**HAARLOW SPECIAL SCHOOL** (S.E.1) (11-13) (14-15) (16-18) (19-21) (22-24) (25-27) (28-30) (31-33) (34-36) (37-39) (40-42) (43-45) (46-48) (49-51) (52-54) (55-57) (58-60) (61-63) (64-66) (67-69) (70-72) (73-75) (76-78) (79-81) (82-84) (85-87) (88-90) (91-93) (94-96) (97-99) (100-102) (103-105) (106-108) (109-111) (112-114) (115-117) (118-120) (121-123) (124-126) (127-129) (130-132) (133-135) (136-138) (139-141) (142-144) (145-147) (148-150) (151-153) (154-156) (157-159) (160-162) (163-165) (166-168) (169-171) (172-174) (175-177) (178-180) (181-183) (184-186) (187-189) (190-192) (193-195) (196-198) (199-201) (202-204) (205-207) (208-210) (211-213) (214-216) (217-219) (220-222) (223-225) (226-228) (229-231) (232-234) (235-237) (238-240) (241-243) (244-246) (247-249) (250-252) (253-255) (256-258) (259-261) (262-264) (265-267) (268-270) (271-273) (274-276) (277-279) (280-282) (283-285) (286-288) (289-291) (292-294) (295-297) (298-300) (301-303) (304-306) (307-309) (310-312) (313-315) (316-318) (319-321) (322-324) (325-327) (328-330) (331-333) (334-336) (337-339) (340-342) (343-345) (346-348) (349-351) (352-354) (355-357) (358-360) (361-363) (364-366) (367-369) (370-372) (373-375) (376-378) (379-381) (382-384) (385-387) (388-390) (391-393) (394-396) (397-399) (400-402) (403-405) (406-408) (409-411) (412-414) (415-417) (418-420) (421-423) (424-426) (427-429) (430-432) (433-435) (436-438) (439-441) (442-444) (445-447) (448-450) (451-453) (454-456) (457-459) (460-462) (463-465) (466-468) (469-471) (472-474) (475-477) (478-480) (481-483) (484-486) (487-489) (490-492) (493-495) (496-498) (499-501) (502-504) (505-507) (508-510) (511-513) (514-516) (517-519) (520-522) (523-525) (526-528) (529-531) (532-534) (535-537) (538-540) (541-543) (544-546) (547-549) (550-552) (553-555) (556-558) (559-561) (562-564) (565-567) (568-570) (571-573) (574-576) (577-579) (580-582) (583-585) (586-588) (589-591) (592-594) (595-597) (598-600) (601-603) (604-606) (607-609) (610-612) (613-615) (616-618) (619-621) (622-624) (625-627) (628-630) (631-633) (634-636) (637-639) (640-642) (643-645) (646-648) (649-651) (652-654) (655-657) (658-660) (661-663) (664-666) (667-669) (670-672) (673-675) (676-678) (679-681) (682-684) (685-687) (688-690) (691-693) (694-696) (697-699) (700-702) (703-705) (706-708) (709-711) (712-714) (715-717) (718-720) (721-723) (724-726) (727-729) (730-732) (733-735) (736-738) (739-741) (742-744) (745-747) (748-750) (751-753) (754-756) (757-759) (760-762) (763-765) (766-768) (769-771) (772-774) (775-777) (778-780) (781-783) (784-786) (787-789) (790-792) (793-795) (796-798) (799-801) (802-804) (805-807) (808-810) (811-813) (814-816) (817-819) (820-822) (823-825) (826-828) (829-831) (832-834) (835-837) (838-840) (841-843) (844-846) (847-849) (850-852) (853-855) (856-858) (859-861) (862-864) (865-867) (868-870) (871-873) (874-876) (877-879) (880-882) (883-885) (886-888) (889-891) (892-894) (895-897) (898-900) (901-903) (904-906) (907-909) (910-912) (913-915) (916-918) (919-921) (922-924) (925-927) (928-930) (931-933) (934-936) (937-939) (940-942) (943-945) (946-948) (949-951) (952-954) (955-957) (958-960) (961-963) (964-966) (967-969) (970-972) (973-975) (976-978) (979-981) (982-984) (985-987) (988-990) (991-993) (994-996) (997-999) (1000-1002) (1003-1005) (1006-1008) (1009-1011) (1012-1014) (1015-1017) (1018-1020) (1021-1023) (1024-1026) (1027-1029) (1030-1032) (1033-1035) (1036-1038) (1039-1041) (1042-1044) (1045-1047) (1048-1050) (1051-1053) (1054-1056) (1057-1059) (1060-1062) (1063-1065) (1066-1068) (1069-1071) (1072-1074) (1075-1077) (1078-1080) (1081-1083) (1084-1086) (1087-1089) (1090-1092) (1093-1095) (1096-1098) (1099-1101) (1102-1104) (1105-1107) (1108-1110) (1111-1113) (1114-1116) (1117-1119) (1120-1122) (1123-1125) (1126-1128) (1129-1131) (1132-1134) (1135-1137) (1138-1140) (1141-1143) (1144-1146) (1147-1149) (1150-1152) (1153-1155) (1156-1158) (1159-1161) (1162-1164) (1165-1167) (1168-1170) (1171-1173) (1174-1176) (1177-1179) (1180-1182) (1183-1185) (1186-1188) (1189-1191) (1192-1194) (1195-1197) (1198-1200) (1201-1203) (1204-1206) (1207-1209) (1210-1212) (1213-1215) (1216-1218) (1219-1221) (1222-1224) (1225-1227) (1228-1230) (1231-1233) (1234-1236) (1237-1239) (1240-1242) (1243-1245) (1246-1248) (1249-1251) (1252-1254) (1255-1257) (1258-1260) (1261-1263) (1264-1266) (1267-1269) (1270-1272) (1273-1275) (1276-1278) (1279-1281) (1282-1284) (1285-1287) (1288-1290) (1291-1293) (1294-1296) (1297-1299) (1300-1302) (1303-1305) (1306-1308) (1309-1311) (1312-1314) (1315-1317) (1318-1320) (1321-1323) (1324-1326) (1327-1329) (1330-1332) (1333-1335) (1336-1338) (1339-1341) (1342-1344) (1345-1347) (1348-1350) (1351-1353) (1354-1356) (1357-1359) (1360-1362) (1363-1365) (1366-1368) (1369-1371) (1372-1374) (1375-1377) (1378-1380) (1381-1383) (1384-1386) (1387-1389) (1390-1392) (1393-1395) (1396-1398) (1399-1401) (1402-1404) (1405-1407) (1408-1410) (1411-1413) (1414-1416) (1417-1419) (1420-1422) (1423-1425) (1426-1428) (1429-1431) (1432-1434) (1435-1437) (1438-1440) (1441-1443) (1444-1446) (1447-1449) (1450-1452) (1453-1455) (1456-1458) (1459-1461) (1462-1464) (1465-1467) (1468-1470) (1471-1473) (1474-1476) (1477-1479) (1480-1482) (1483-1485) (1486-1488) (1489-1491) (1492-1494) (1495-1497) (1498-1500) (1501-1503) (1504-1506) (1507-1509) (1510-1512) (1513-1515) (1516-1518) (1519-1521) (1522-1524) (1525-1527) (1528-1530) (1531-1533) (1534-1536) (1537-1539) (1540-1542) (1543-1545) (1546-1548) (1549-1551) (1552-1554) (1555-1557) (1558-1560) (1561-1563) (1564-1566) (1567-1569) (1570-1572) (1573-1575) (1576-1578) (1579-1581) (1582-1584) (1585-1587) (1588-1590) (1591-1593) (1594-1596) (1597-1599) (1600-1602) (1603-1605) (1606-1608) (1609-1611) (1612-1614) (1615-1617) (1618-1620) (1621-1623) (1624-1626) (1627-1629) (1630-1632) (1633-1635) (1636-1638) (1639-1641) (1642-1644) (1645-1647) (1648-1650) (1651-1653) (1654-1656) (1657-1659) (1660-1662) (1663-1665) (1666-1668) (1669-1671) (1672-1674) (1675-1677) (1678-1680) (1681-1683) (1684-1686) (1687-1689) (1690-1692) (1693-1695) (1696-1698) (1699-1701) (1702-1704) (1705-1707) (1708-1710) (1711-1713) (1714-1716) (1717-1719) (1720-1722) (1723-1725) (1726-1728) (1729-1731) (1732-1734) (1735-1737) (1738-1740) (1741-1743) (1744-1746) (1747-1749) (1750-1752) (1753-1755) (1756-1758) (1759-1761) (1762-1764) (1765-1767) (1768-1770) (1771-1773) (1774-1776) (1777-1779) (1780-1782) (1783-1785) (1786-1788) (1789-1791) (1792-1794) (1795-1797) (1798-1800) (1801-1803) (1804-1806) (1807-1809) (1810-1812) (1813-1815) (1816-1818) (1819-1821) (1822-1824) (1825-1827) (1828-1830) (1831-1833) (1834-1836) (1837-1839) (1840-1842) (1843-1845) (1846-1848) (1849-1851) (1852-1854) (1855-1857) (1858-1860) (1861-1863) (1864-1866) (1867-1869) (1870-1872) (1873-1875) (1876-1878) (1879-1881) (1882-1884) (1885-1887) (1888-1890) (1891-1893) (1894-1896) (1897-1899) (1900-1902) (1903-1905) (1906-1908) (1909-1911) (1912-1914) (1915-1917) (1918-1920) (1921-1923) (1924-1926) (1927-1929) (1930-1932) (1933-1935) (1936-1938) (1939-1941) (1942-1944) (1945-1947) (1948-1950) (1951-1953) (1954-1956) (1957-1959) (1960-1962) (1963-1965) (1966-1968) (1969-1971) (1972-1974) (1975-1977) (1978-1980) (1981-1983) (1984-1986) (1987-1989) (1990-1992) (1993-1995) (1996-1998) (1999-2001) (2002-2004) (2005-2007) (2008-2010) (2011-2013) (2014-2016) (2017-2019) (2020-2022) (2023-2025) (2026-2028) (2029-2031) (2032-2034) (2035-2037) (2038-2040) (2041-2043) (2044-2046) (2047-2049) (2050-2052) (2053-2055) (2056-2058) (2059-2061) (2062-2064) (2065-2067) (2068-2070) (2071-2073) (2074-2076) (2077-2079) (2080-2082) (2083-2085) (2086-2088) (2089-2091) (2092-2094) (2095-2097) (2098-2100) (2101-2103) (2104-2106) (2107-2109) (2110-2112) (2113-2115) (2116-2118) (2119-2121) (2122-2124) (2125-2127) (2128-2130) (2131-2133) (2134-2136) (2137-2139) (2140-2142) (2143-2145) (2146-2148) (2149-2151) (2152-2154) (2155-2157) (2158-2160) (2161-2163) (2164-2166) (2167-2169) (2170-2172) (2173-2175) (2176-2178) (2179-2181) (2182-2184) (2185-2187) (2188-2190) (2191-2193) (2194-2196) (2197-2199) (2200-2202) (2203-2205) (2206-2208) (2209-2211) (2212-2214) (2215-2217) (2218-2220) (2221-2223) (2224-2226) (2227-2229) (2230-2232) (2233-2235) (2236-2238) (2239-2241) (2242-2244) (2245-2247) (2248-2250) (2251-2253) (2254-2256) (2257-2259) (2260-2262) (2263-2265) (2266-2268) (2269-2271) (2272-2274) (2275-2277) (2278-2280) (2281-2283) (2284-2286) (2287-2289) (2290-2292) (2293-2295) (2296-2298) (2299-2301) (2302-2304) (2305-2307) (2308-2310) (2311-2313) (2314-2316) (2317-2319) (2320-2322) (2323-2325) (2326-2328) (2329-2331) (2332-2334) (2335-2337) (2338-2340) (2341-2343) (2344-2346) (2347-2349) (2350-2352) (2353-2355) (2356-2358) (2359-2361) (2362-2364) (2365-2367) (2368-2370) (2371-2373) (2374-2376) (2377-2379) (2380-2382) (2383-2385) (2386-2388) (2389-2391) (2392-2394) (2395-2397) (2398-2400) (2401-2403) (2404-2406) (2407-2409) (2410-2412) (2413-2415) (2416-2418) (2419-2421) (2422-2424) (2425-2427) (2428-2430) (2431-2433) (2434-2436) (2437-2439) (2440-2442) (2443-2445) (2446-2448) (2449-2451) (2452-2454) (2455-2457) (2458-2460) (2461-2463) (2464-2466) (2467-2469) (2470-2472) (2473-2475) (2476-2478) (2479-2481) (2482-2484) (2485-2487) (2488-2490) (2491-2493) (2494-2496) (2497-2499) (2500-2502) (2503-2505) (2506-2508) (2509-2511) (2512-2514) (2515-2517) (2518-2520) (2521-2523) (2524-2526) (2527-2529) (2530-2532) (2533-2535) (2536-2538) (2539-2541) (2542-2544) (2545-2547) (2548-2550) (2551-2553) (2554-2556) (2557-2559) (2560-2562) (2563-2565) (2566-2568) (2569-2571) (2572-2574) (2575-2577) (2578-2580) (2581-2583) (2584-2586) (2587-2589) (2590-2592) (2593-2595) (2596-2598) (2599-2601) (2602-2604) (2605-2607) (2608-2610) (2611-2613) (2614-2616) (2617-2619) (2620-2622) (2623-2625) (2626-2628) (2629-2631) (2632-2634) (2635-2637) (2638-2640) (2641-2643) (2644-2646) (2647-2649) (2650-2652) (2653-2655) (2656-2658) (2659-2661) (2662-2664) (2665-2667) (2668-2670) (2671-2673) (2674-2676) (2677-2679) (2680-2682) (2683-2685) (2686-2688) (2689-2691) (2692-2694) (2695-2697) (2698-2700) (2701-2703) (2704-2706) (2707-2709) (2710-2712) (2713-2715) (2716-2718) (2719-2721) (2722-2724) (2725-2727) (2728-2730) (2731-2733) (2734-2736) (2737-2739) (2740-2742) (2743-2745) (2746-2748) (2749-2751) (2752-2754) (2755-2757) (2758-2760) (2761-2763) (2764-2766) (2767-2769) (2770-2772) (2773-2775) (2776-2778) (2779-2781) (2782-2784) (2785-2787) (2788-2790) (2791-2793) (2794-2796) (2797-2799) (2800-2802) (2803-2805) (2806-2808) (2809-2811) (2812-2814) (2815-2817) (2818-2820) (2821-2823) (2824-2826) (2827-2829) (2830-2832) (2833-2835) (2836-2838) (2839-2841) (2842-2844) (2845-2847) (2848-2850) (2851-2853) (2854-2856) (2857-2859) (2860-2862) (2863-2865) (2866-2868) (2869-2871) (2872-2874) (2875-2877) (2878-2880) (2881-2883) (2884-2886) (2887-2889) (2890-2892) (2893-2895) (2896-2898) (2899-2901) (2902-2904) (2905-2907) (2908-2910) (2911-2913) (2914-2916) (2917-2919) (2920-2922) (2923-2925) (2926-2928) (2929-2931) (2932-2934) (2935-2937) (2938-2940) (2941-2943) (2944-2946) (2947-2949) (2950-2952) (2953-2955) (2956-2958) (2959-2961) (2962-2964) (2965-2967) (2968-2970) (2971-2973) (2974-2976) (2977-2979) (2980-2982) (2983-2985) (2986-2988) (2989-2991) (2992-2994) (2995-2997) (2998-3000) (3001-3003) (3004-3006) (3007-3009) (3010-3012) (3013-3015) (3016-3018) (3019-3021) (3022-3024) (3025-3027) (3028-3030) (3031-3033) (3034-3036) (3037-3039) (3040-3042) (3043-3045) (3046-3048) (3049-3051) (3052-3054) (3055-3057) (3058-3060) (3061-3063) (3064-3066) (3067-3069) (3070-3072) (3073-3075) (3076-3078) (3079-3081) (3082-3084) (3085-3087) (3088-3090) (3091-3093) (3094-3096) (3097-3099) (3100-3102) (3103-3105) (3106-3108) (3109-3111) (3112-3114) (3115-3117) (3118-3120) (3121-3123) (3124-3126) (3127-3129) (3130-3132) (3133-3135) (3136-3138) (3139-3141) (3142-3144) (3145-3147) (3148-3150) (3151-3153) (3154-3156) (3157-3159) (3160-3162) (3163-3165) (3166-3168) (3169-3171) (3172-3174) (3175-3177) (3178-3180) (3181-3183) (3184-3186) (3187-3189) (3190-3192) (3193-3195) (3196-3198) (3199-3201) (3202-3204) (3205-3207) (3208-3210) (3211-3213) (3214-3216) (3217-3219) (3220-3222) (3223-3225) (3226-3228) (3229-3231) (3232-3234) (3235-3237) (3238-3240) (3241-3243) (3244-3246) (3247-3249) (3250-3252) (3253-3255) (3256-3258) (3259-3261) (3262-3264) (3265-3267) (3268-3270) (3271-3273) (3274-3276) (3277-3279) (3280-3282) (3283-3285) (3286-3288) (3289-3291) (3292-3294) (3295-3297) (3298-3300) (3301-3303) (3304-3306) (3307-3309) (3310-3312) (3313-3315) (3316-3318) (3319-3321) (3322-3324) (3325-3327) (3328-3330) (3331-3333) (3334-3336) (3337-3339) (3340-3342) (3343-3345) (3346-3348) (3349-3351) (3352-3354) (3355-3357) (3358-3360) (3361-3363) (3364-3366) (3367-3369) (3370-3372) (3373-3375) (3376-3378) (3379-3381) (3382-3384) (3385-3387) (3388-3390) (3391-3393) (3394-3396) (3397-3399) (3400-3402) (3403-3405) (3406-3408) (3409-3411) (3412-3414) (3415-3417) (3418-3420) (3421-3423) (3424-3426) (3427-3429) (3430-3432) (3433-3435) (3436-3438) (3439-3441) (3442-3444) (3445-3447) (3448-3450) (3451-3453) (3454-3456) (3457-3459) (3460-3462) (3463-3465) (3466-3468) (3469-3471) (3472-3474) (3475-3477) (3478-3480) (3481-3483) (3484-3486) (3487-3489) (3490-3492) (3493-3495) (3496-3498) (















**ABERDEEN**  
ROBERT GORDON'S  
INSTITUTE OF  
TECHNOLOGY  
SCHOOL OF HOTEL AND  
INSTITUTIONAL ADMINISTRATION  
LECTURER IN  
ACCOMMODATION SERVICES



**ABERDEEN**  
**ROBERT GORDON'S**  
**INSTITUTE OF**  
**TECHNOLOGY**

**SCOTT SUTHERLAND SCHOOL**  
**OF ARCHITECTURE**  
**BUILDING ECONOMICS SECTION**

**Lecturer**

**in Quantity Surveying for BSc (Hons) Course**

**BUCKINGHAMSHIRE  
COUNTY COUNCIL**  
**Milton Keynes**  
**College of Education**  
**DEPUTY**  
**PRINCIPAL**

[illegible]

**ADDIS ABABA UNIVERSITY**  
Applications are invited for the following posts:  
**TEACHING STAFF**  
**TEACHING UNIT** Language  
Instructors for students in English, French, Italian, Spanish, German, Russian, Hindi, Urdu, Persian, Arabic, Chinese, Japanese, and other languages.  
**DEPARTMENT OF LINGUISTICS**  
Lecturers in the following fields:  
Linguistics  
Candidates for the lecturer grade: **English** in \$25,000 per annum; **French** in \$20,000; **German** in \$18,000; **Italian** in \$15,000; **Spanish** in \$15,000; **Arabic** in \$15,000; **Chinese** in \$15,000; **Japanese** in \$15,000; **Urdu** in \$15,000; **Persian** in \$15,000; **Russian** in \$15,000; **Hindi** in \$15,000; **Other languages** in \$15,000.  
The University Council may make such other arrangements as it may deem fit.  
Applications should be sent to the Director of the Department of Linguistics, Addis Ababa University, Addis Ababa, Ethiopia.  
The closing date for applications is 15th June 1984.  
The University Council may make such other arrangements as it may deem fit.

[illegible][illegible][illegible]

**Adult Education**

**ASSOCIATION FOR ADULT EDUCATION**

Professional level adult and community education details to: Membership Department, 1000 W. Wacker Drive, Suite 1000, Chicago, IL 60601-3000. Telephone: (312) 462-1000.

**DEVON**

**ROYAL WESTERN JOURNAL OF THE ADULT EDUCATION SOCIETY**

THE JOURNAL requires the submission of articles by the end of February for consideration for the next issue. Manuscripts should be typed, double-spaced, on one side of the paper. Send three copies to: The Editor, Royal Western Journal of the Adult Education Society, 1000 W. Wacker Drive, Suite 1000, Chicago, IL 60601-3000. Telephone: (312) 462-1000.

**SWITCH**  
WILLIAM HALL  
University of Illinois College for  
Men and Women students in  
the College of Education. The  
College of Education Grade 10  
and 11 students are interested  
in the Switch program.

[illegible]

**University of London Goldsmiths' College**  
New Cross, London, SE14 6NW  
Applications are invited for the post of  
**Deputy Warden**

The College consists of five Schools—Adult and Social Studies, Art and Design, Education, Humanities and Performing Arts, and Science and Mathematics. From September, 1976, there will be some 3,000 students taking a wide range of courses in all these fields. Including degree courses in Arts, Science, the Social Sciences, Music, Education and Fine Art. There are also significant opportunities for post-graduate study, by thesis or by course-work, leading to higher degrees in the various disciplines. Post graduate work is to be particularly developed.

[illegible]

**Metropolitan Borough of Trafford  
Education Committee**

**Senior Lecturer**  
**in**

on receipt of a stamped addressed envelope from  
Principal, North Trafford College, Talbot Road, Salford,  
Manchester M32 6XH.

---

**LOANINGDALE SCHOOL, Bignar, Lanarkshire**

Vacancies exist at this List D School which offers care  
education on a short-term basis to 47 boys aged 13-16 yr

**DEPUTY HEAD**  
(EDUCATION)

Applicants should be qualified teachers, preferably residential or semi-residential, with a minimum of 10 years' experience in progressive approach to education. They should have a keen interest in child care and will be able to assume responsibility for the children in the headmaster's absence. Salary: from £30,000 to £7,600 (inclusive of allowances according to qualifications and experience. Good is available.

### DOMESTIC SUPERINTENDENT

As well as carrying responsibility for catering and domestic arrangements, the successful applicant will have an interest in child care and will be able to integrate as a member of the management team. Salary: from £2,364 to £3,009 with placing according to qualifications and experience. An additional sum of up to £800 p.a. is payable for residential duty during event of absence.

**H.M. Prison High Point & North Ridge  
Stradehall, Suffolk**

**Prison Education  
Officer**

Applications are invited for the above full-time post from qualified and experienced teachers, preferably with interest in remedial teaching of basic subjects. The appointment is to be effective from 1st January, 1977, but the appointment procedure will be completed during the summer 'in' order that the Education Officer can come away in the summer holidays. The successful candidate will have the choice of an assistant when this is made.

[illegible]

**MISHURE**  
The *Mishure* is a Self-Defence course for all ages, both male and female. It is designed to help you defend yourself in an emergency. The course is taught by a qualified instructor and covers the following topics:

- Self-defence techniques
- How to use your voice
- How to use your hands
- How to use your feet
- How to use your eyes
- How to use your ears
- How to use your nose
- How to use your mouth
- How to use your skin
- How to use your hair
- How to use your clothes
- How to use your environment

The course is designed to be fun and easy to learn. It is a great way to learn how to defend yourself in an emergency. It is also a great way to learn how to use your body in a variety of ways. The course is taught by a qualified instructor and covers the following topics:

- Self-defence techniques
- How to use your voice
- How to use your hands
- How to use your feet
- How to use your eyes
- How to use your ears
- How to use your nose
- How to use your mouth
- How to use your skin
- How to use your hair
- How to use your clothes
- How to use your environment

The course is designed to be fun and easy to learn. It is a great way to learn how to defend yourself in an emergency. It is also a great way to learn how to use your body in a variety of ways. The course is taught by a qualified instructor and covers the following topics:

- Self-defence techniques
- How to use your voice
- How to use your hands
- How to use your feet
- How to use your eyes
- How to use your ears
- How to use your nose
- How to use your mouth
- How to use your skin
- How to use your hair
- How to use your clothes
- How to use your environment

[illegible]

1974-1975. Membership climbed 10 percent to 1,134. The club has 100 members and 100 families. The club has a membership fee of \$10.00 per family. The club has a membership fee of \$10.00 per family. The club has a membership fee of \$10.00 per family.

[illegible]

ADULT EDUCATION,  
YOUTH AND COMMUNITY SERVICE

**Vice-Principal**

Salary: £6,855 per annum (subject to review  
in the light of the Burrough F.E. 1976 Report).

# BIRMINGHAM

## Principal

**Knuston Hall Residential Adult College**

Applications are invited from experienced adult educators for the post of Principal of Knuston Hall Residential College of Adult Education, near Archerfield, Wellingborough, Northamptonshire. Previous residential experience would be an advantage.

 **Northamptonshire**  
**Education Department**

---

**CATHOLIC SOCIAL SERVICES, LIVERPOOL**  
**ST. GEORGE'S SCHOOL**  
West Lane, Freshfield, Formby, Liverpool  
Headmaster : N. J. Saltiree

*St. George's, a Community Home with education on the premises, caters for the social and educational needs of boys aged 11 to 16 on admission. We have a well established educational provision and there are eight*

# Leicestershire

**MOLEBROOK HOUSE**  
(A Community Home for 30 boys aged between  
10 and 16 years on admission)

## TEACHER

Salary: Burnham Scale 1, plus allowances  
of £1,443 p.a. (for extraneous duties)

Required: Qualified teacher with enthusiasm and imagination to  
work with 10-16 year old children for whom school has hitherto been  
rewarding experience. The post also involves







## Deputy Chief

## Education Officer

Salary £9,462-£10,119 per annum

Applications are invited for this post which is to be filled from 1st October, 1976. The successful candidate will need to have had broad and direct service in education and senior experience in administration.

Further particulars and application forms are available from the Chief Education Officer, County Hall, Exeter. The closing date for completed applications is 29th May, 1976.

DEVON

**sandwell**

Metropolitan Borough Council

## DEPARTMENT OF EDUCATION

Applications are invited for the appointment of General Adviser. Candidates should have experience in one or more of the following fields of education.

- (A) Mathematics.
- (B) Physical education and outdoor pursuits.
- (C) Special education (this will include work in relation to children with special learning difficulties in all schools).
- (D) Counselling and personal guidance.

Salary will be in accordance with the Burnham Head Teacher Scale Group 6 (£5,801-£7,425).

An essential car users allowance will be paid and assistance will be given for removal expenses and provision of temporary accommodation.

Applications (marked CC/ADV) should be made by letter and forwarded to the Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands B70 9RG, to arrive not later than 21st May, 1976.

Further particulars are available on request.

CORNWALL

Education Department

## SPECIALIST CAREERS OFFICER

£3,366 - £4,095 p.a. (AP.4/5)

This post, based at Camborne, will involve the development of advisory work for Sixth Form and College students in the Kerrier, Penwith and Carrick Districts in the western half of the County. This is an area of considerable variety of scenery, employment and educational provision.

Preference will be given to applicants with training or experience as Careers Officers.

Dispersed relocation facilities and expenses are available in approved cases and an essential user car allowance is payable.

## CAREERS OFFICERS

£2,722 - £3,702 p.a. (AP.3/4)

There are two new posts with responsibility for the wide range of guidance activities in schools and colleges as the third members of district teams, under the day-to-day supervision of the District Careers Officers. One post is in the Kerrier District, West Cornwall (based at Camborne) and the other in the Carrick District, central Cornwall (based at St. Austell).

Applicants should be qualified or have completed their training.

Dispersed relocation facilities and expenses are available in approved cases and an essential user car allowance is payable.

Further details and application forms for the above posts may be obtained from the Secretary for Education, County Hall, Truro, Cornwall TR1 3BA, or by post on a stamped addressed envelope. Completed application forms should be sent to the Secretary for Education, County Hall, Truro, Cornwall TR1 3BA, by 21st May 1976.

## OVERSEAS Appointments continued

### ARGENTINA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

### EGYPT

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

### JAMAICA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

### AFRICA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

### NEPAL

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

### SAUDI ARABIA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ITALY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ALGERIA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## FINLAND

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## FRANCE

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## SPAIN

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## NORTHERN ITALY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## SICILY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## SPAIN

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## FINLAND

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ZAMBIA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## TURKEY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## AFRICA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## EGYPT

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## SAUDI ARABIA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## NEPAL

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## AFRICA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## EGYPT

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## SAUDI ARABIA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## NEPAL

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## AFRICA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## EGYPT

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## SAUDI ARABIA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## NEPAL

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## AFRICA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## EGYPT

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## SAUDI ARABIA

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ADMINISTRATION

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## LOCAL EDUCATION AUTHORITY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## WICKINGHAMSHIRE

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ADMINISTRATION

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## LOCAL EDUCATION AUTHORITY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## WICKINGHAMSHIRE

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ADMINISTRATION

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## LOCAL EDUCATION AUTHORITY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## WICKINGHAMSHIRE

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ADMINISTRATION

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## LOCAL EDUCATION AUTHORITY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## WICKINGHAMSHIRE

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ADMINISTRATION

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## LOCAL EDUCATION AUTHORITY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## WICKINGHAMSHIRE

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## ADMINISTRATION

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## LOCAL EDUCATION AUTHORITY

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.

## WICKINGHAMSHIRE

English School for English speaking girls and boys to be founded for secondary school for 1977-1978. Applicants should have a minimum of 10 years' experience in secondary schools. Salary £10,000 p.a. plus 10% for board and lodging. Further details and application forms are available from the British Overseas Aid Programme, 100, Whitehall, London SW1A 2BQ.



# Technical Education in Kenya

Kenya gives a high priority to technical education as an essential requirement to development. The undermentioned government posts, which are financially supported under the British Overseas Aid Programme, provide opportunities to participate in the development of technical education in a country with an exciting and varied environment. Applications are invited for the following posts on 2½ year contracts:

## Kenya Polytechnic (Nairobi)

### Head of Printing Department (Senior Lecturer)

To run the department, develop technician courses and teach in his speciality. Diploma in Printing, Advanced Craft Certificates, professional membership, extensive industrial and teaching experience.

### Assistant Lecturer I Bookbinding & Print Finishing

Initially to teach basic craft level students. Relevant Advanced Craft Certificates. Warehouse and bookbinding experience.

### Senior Lecturer Electrical Engineering

To teach Technician and Higher Diploma students. Administration and Liaison with Industry. Course development. Degree or HND. Substantial industrial and teaching experience.

### Lecturer Electrical Power (2 posts)

To teach Technician and Higher Diploma students. Organisation of course work. Degree or HND. Industrial and teaching experience.

### Assistant Lecturer I Electrical Power

Duties similar to above in addition to teaching technician level mathematics. Degree or HND. Recognised apprenticeship. Industrial and teaching experience.

### Lecturer Construction Plant and Earth-Moving Equipment

To teach workshop technology and maintenance etc. Also relevant mathematics, mechanical science and drawing. Degree or professional qualification. Industrial and teaching experience.

### Assistant Lecturer I Workshop Practice, Welding and Sheet Metal

To teach diploma and technician courses. HND, HNC or FTC. Industrial and teaching experience.

### Assistant Lecturer I Workshop Technology and Engineering Drawing

To teach engineering drawing and design and workshop technology. HND, HNC or FTC. Industrial and teaching experience.

### Assistant Lecturer I Refrigeration Technology

To lecture and assist development of laboratory work, also to teach relevant mechanical science, mathematics and engineering drawing. HND, HNC or FTC with refrigeration speciality. Industrial and teaching experience.

### Assistant Lecturer I Motor Vehicle Engineering

To teach motor vehicle technician course 390 with a bias towards motor vehicle science. FTC, Industrial and teaching experience.

### Assistant Lecturer I Motor Vehicle Engineering

Duties as above with a bias towards CI Engines. FTC Industrial and teaching experience.

### Lecturer Quantity Surveying and Building Technology

To teach building economics and quantities to ordinary and higher diploma students. Degree in building economics or professional qualification. Industrial and teaching experience.

### Lecturer Accountancy, Taxation, Costing, Auditing

To teach above to professional level. Course development. Degree ACA, or equivalent. Six years' relevant experience.

### Assistant Lecturer I Builders Quantities

To teach quantities and estimates to technician Part II level. Also lower level teaching and departmental development. Degree, AIOS or equivalent. Industrial and teaching experience.











